
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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How A Second-Grade Teacher Makes Use of Shorthand

By Susan M. Mader

The Hutchinson School, Pelham, New York

"I HAVE always regretted that I do not write shorthand—that I did not take it in high school," said an electrical engineer recently. "Man's mind works so much faster than his hand. I lose so many things because I cannot write them in longhand. If I were able to write more rapidly, I could gather and retain a larger fund of material for my personal use." A similar statement came to me from a journalist. There is a vast difference between "knowing" and really "using" shorthand.

My ability to use shorthand has proved invaluable to me since the day I completed my two-year course in Gregg. While still a high school student, under an arrangement between the commercial department of the school and some of the business men of the

town, I went to a lawyer twice a week for dictation. I did this for practical experience, and I obtained my first position as a legal stenographer because of this experience. I held this position for more than a year and then resigned to continue my preparation for teaching. I returned to the position again the following summer vacation.

While at college Gregg Shorthand again came to the rescue and aided me to get a part-time position in the college library. My shorthand was a decided help in taking notes in lecture courses. Each summer found me in an office, even after I had started teaching. Last year I did secretarial work in Wall Street. Having come to New York on my vacation, I desired to remain the whole summer, but this necessitated my obtaining a posi-

tion. I continued in an office during the entire year and took special evening work at New York University.

Had it not been for my ability to write shorthand, I fear I would have been homeward bound about a month after coming to New York.

While working as secretary to the vice president of an investment house, I had the good fortune to work also for a woman of outstanding executive ability whose constant use of Gregg Shorthand in every emergency enabled her to do efficiently an unbelievable volume of work. Here I learned to use shorthand as a means of self-advancement in addition to using it merely as a means of earning a living.

Why, Where, and When I Use Shorthand

Now that I am again teaching you may wonder why, where, and when I use shorthand. I have a second-grade class (children seven years old) in the Hutchinson School, of Pelham, New York. My ability to write shorthand is working in so splendidly with activities which we are carrying out in our classroom that it is making my year doubly interesting.

This is how it all came about. During our "conversation period" the first day of school in September, we talked about vacation time. Some children had gone on trips, to the farm, or to the home of a relative. Two children related their experiences as newsboys. From this followed a discussion of newspapers—who reads them, and why; what they contain. Why couldn't we have a newspaper in our room to tell about the weather and give the classroom news? We could and we did.

Editing the "H-B News"

Every day the children compose the *H-B News*. They dictate their own news, thereby acquiring and developing ability in constructing sentences. I write the sentences on the blackboard. Each day the boys and girls delight in seeing in the paper some new word or words which they have in their speaking vocabulary or which they hear others use, but do not find in their reading books. I type the paper, put it on the hectograph, and my work is ended. The children take off sufficient copies so that each child has a paper to take home. This daily paper serves as splendid material for a reading lesson. What child does not get great pleasure from reading to a visitor or his classmates a portion of the paper that tells something about him, his accomplishment in school, or his pets at home? The child who happens to find

reading difficult is very happy to read the particular sentence which he contributed. He knows the content and therefore recognizes the words easily.

Branching Out in a Big Way!

Our daily papers accumulated. For fear they might be destroyed or lost, the children brought them back to school each morning. Where were we going to put them? "How would it be if we built a news stand?" suggested one little boy. We did. After visiting several stands in Pelham and duly passing judgment on them, the children remarked that the stands had many kinds of papers. There were different magazines for sale, too. There were posters and signs on the stand. Therefore, we must make posters and magazines too.

Reporting the Children's Stories Verbatim

Our first attempt was a short story magazine, near Hallowe'en time. About seventy-five per cent of the language work in the second grade should be oral. Much of our oral composition consists of telling original stories from pictures which suggest action, and which are of interest to a child of seven or eight. I had been getting splendid stories from the children. How were we going to get these stories written for magazines? A second-grader could not be taxed to do such an amount of writing. Why couldn't I take each story down as the child told it, transcribe the notes, and use the best of the stories for our magazine?

There is still another advantage in taking down a story as the child tells it. When he has finished, his story can be read back to him just as he gave it and he can improve it before it is transcribed. Some teachers maintain that a pupil should be corrected at the moment he makes a grammatical error. Others believe that the child should be permitted to develop his trend of thought and that this will result in a more interesting story. The child often inhibits free expression if frequently interrupted. I believe that shorthand solves this teaching difficulty.

Pupils Enthusiastic Over Project

There was no end of glee and excitement on the part of the children when they saw their very own stories in print. They gathered about the typewriter watching carefully, saying, "Shh—Miss Mader mustn't make a mistake. We have to be quiet. Wish we could do that." After the stories, all put together in the form of a magazine, were in their own hands, the pupils suggested that there should be pictures to go with them.

Therefore pictures were made, and in that way Art work was brought in. The making of magazines is a never-ending activity. The children love to tell stories—Thanksgiving stories, Christmas stories, and any other stories which are motivated by personal experiences or by attractive pictures in the room. As a result of this oral language work the boys and girls are acquiring extensive and well-selected vocabularies, overcoming many grammatical errors, forming well-constructed sentences, as well as developing poise and self-expression.

Entire Course of Study Enriched

Various developments are growing out of this unit of work. As a result of our study of Hygiene, we are making health magazines. Recently the girls decided to make a fashion book when one little girl brought some paper dolls to school. They designed various doll dresses, using different color combinations for hats and dresses. The children read the class magazines often during their free time. They enjoy reliving the holiday stories. Very often I see three or four boys and girls hovering around the news stand "playing" that they are buying and selling papers. With the use of toy money we also use the news stand, and, in that way, vitalize a part of the work in arithmetic.

Not even music has been left out. The children have composed several rhymes about the *II-B News*. In their music class certain children "sang" the rhyme for the music teacher to a tune which they made up. The best tune was chosen and a song was written for the entire group.

The *New York Times* has sent us a supply of materials, including pictures and posters which showed the interior of their building, and the *New York Sun* favored us with a motion picture entitled "A Day with the Sun." The children were greatly interested in the making of a large newspaper.

Operating Their Own "Shop"

Their most recent enthusiasm is directed toward the building of a print shop where the boys and girls can hectograph the daily paper. (The picture that appears in our frontispiece shows the youngsters busy at work in their own "printing plant.")

Some of the boys are very anxious to construct a *II-B News* truck like the one which they saw in the movie.

I started out to tell you how I use shorthand in my classroom. If I have elaborated too

much, it is because I felt it was necessary to tell you the details of each activity as the activities are all interwoven with the one large unit of work that we are doing in our class.

A SAMPLE OF THE "II-B NEWS"

Monday

December 7, 1931

The weather: Clear
Windy
Colder

Room news

All the children are here this morning.

We want perfect attendance all week.

We are sorry one boy is not wearing a necktie.

We told good stories last week. As soon as Miss Mader writes them on the typewriter, we will make our Christmas magazines.

The Bunnies have new books. The Brownies are going to have new books soon.

Tomorrow is Bank Day. Last week we sent \$2.77 to the bank.

We will try to do better tomorrow.

Jimmie is working on a new design for the newspaper.

Julia is going to make some funny pictures.

School news

Danny's mother visited Hutchinson School Friday.

We enjoyed the First Grade play very much.

Week-end news

James Anderson went over the new bridge Sunday.

It is called the George Washington Bridge. It costs fifty cents a car to cross the bridge. The money will be used to pay for building it.

Patricia went to Macy's Saturday. She saw Santa Claus.

There were many beautiful toys, too.

New words: bridge
visited
fifty

Here is a copy of one issue of the "II-B News." It is full of pupil interest. It stimulates and guides vocabulary building. We hope that other teachers, after reading Miss Mader's description of her project, will put their own shorthand skill to work to increase pupil interest and to give them concrete evidence of the value of shorthand as a personal accomplishment.

N. A. A. C. S. Marks 20th Anniversary

TWENTY years ago, in December, 1912, to be exact, the National Association of Accredited Commercial Schools was founded by a group of commercial educators interested in promoting the welfare of private commercial education in all its aspects. The founders of this association were: *President*, Benjamin F. Williams, Des Moines, Iowa; *Vice President*, Charles M. Miller, New York, New York; Enos Spencer (deceased), Louisville, Kentucky; H. B. Boyles, Omaha, Nebraska; L. A. Arnold, Denver, Colorado; *Secretary*, Hubert E. V. Porter, Jamestown, New York; *Treasurer*, Dudley C. Rugg, Minneapolis, Minnesota.

This association counts among its members about 250 thriving private business schools actuated by high professional ideals. For twenty years it has rendered its members a most valuable service through its various departments, and, in so doing, has helped the entire commercial teaching profession to enrich the course of study, raise the standards of achievement, and render maximum service to both students and employers.

The organization today is functioning in a most efficient manner under the leadership of the following Board of Governors:

President, B. F. Williams, Capital City Commercial College, Des Moines, Iowa

Vice Presidents, Eastern Division—E. M. Hull, Banks College, Philadelphia, Pennsylvania; Southern Division—Willard J. Wheeler, Wheeler Business College, Birmingham, Alabama; Central Division—J. F. Fish, Northwestern Business College,

Chicago, Illinois; Western Division—H. E. Barnes, Barnes Commercial School, Denver, Colorado
Secretary, H. E. V. Porter, Jamestown, New York
Treasurer, E. H. Norman, Baltimore Business College, Baltimore, Maryland

The official publication of the association, *Accredited News*, edited by Secretary Porter, is full of helpful pedagogic suggestions and items of current interest to commercial educators. Mr. Porter, in addition to his editorial, educational, and manufacturing activities, has also for the past five years represented the first assembly district of Chautauqua County in the New York Legislature.

In the December issue of *Accredited News* President Williams gives a most timely word of cheer to the private schools:

"Some of us are wearing glasses steeped in indigo—and we feel that about the only thing in life worth doing is to hang on to the few dollars that we still have our fingers on—and no doubt we are right, in a measure.

"However, we ought to remember that a dollar isn't always worth as much as an idea—and also that a morbid mind is infinitely less serviceable to an individual than a keen, alert, forward-looking mind.

"Unquestionably the private schools of the country have fought the best fight of their existence—and while the battle isn't absolutely over, we are winning. We have emerged out of the defensive state into the offensive and need to become radioactive and militarily aggressive."

AN INTERMEDIATE THEORY EXAMINATION

Will be published in the May issue. This examination has been prepared by our Research Department in response to many requests for a standard examination to be given students after they have finished Chapter VI of the Manual. It will consist of two parts—a timed vocabulary test and a three-minute transcription test.

If this intermediate theory examination meets a real need, additional examinations will be printed at regular intervals.

Present-Day Trends in Commercial Education

By James L. Holtsclaw

Extracts from an Address given before a Special Division of the Commercial Section of the Michigan Education Association at Saginaw, October 21, 1932

A DISCUSSION of this topic here should, I think, be limited to a few of the outstanding trends of commercial education, to those trends as they are exemplified on the secondary school and college level.

Generalization the Outstanding Trend

Perhaps the outstanding trend in our entire program of business education in the secondary schools is the rapidly growing tendency to generalize both as to the aims and the content of many of the subjects that are included in a well-balanced commercial curriculum.

This is especially true of the business subjects in our intermediate or junior high schools, especially on the eighth- or ninth-grade level. Sound educational theory and practice today demand that the aim and content of the junior high school curriculum be of a general nature, in order to be of the highest value to all the boys and girls whatever special courses they may pursue on the senior high school level or whatever occupations they may enter after leaving school.

Trend Seen in New Junior Business Course

With this tendency to generalize the aim and content of business education, more progress has probably been made in a shorter period of time than ever before in any other subject or group of subjects. The sturdiest and most lively youngster in the entire field of education is now conceded to be found in the junior school grades, usually in the eighth or ninth, and often, as happens to be the case in Detroit, in both of these grades.

This course is designated by various names



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as the "business science course" or, perhaps more frequently, "the junior business course," or an "introduction to business," "general business course," or some other name equally indicative of the generalization revealed in both aim and content.

In all education there is probably no more significant trend than the complete generalization of this subject. Only a few years ago it was almost exclusively vocational. Now it has been almost completely generalized although, unfortunately, many teachers of vocational - commercial subjects have not yet come to a full appreciation of the necessity for this generalization and

consequently are using instructional materials that do not fully accomplish the newer and broader objectives that bring this course into complete accord with the aims of the intermediate or junior high school.

Fivefold Objectives of New Course

Keeping pace, if not actually leading the trends in all education, the instructional materials in our up-to-date business science courses have been brought into complete agreement with the five objectives of the junior high school, namely: (1) information, (2) guidance, (3) exploration, (4) foundational materials, and (5) vocational practices. These objectives must be kept uppermost in the minds of commercial teachers, as they are in reality the criteria by which administrators evaluate all subjects in determining whether those subjects are worthy of a place in the intermediate or junior high school. Furthermore, the instructional materials for use in all subjects must conform to these

criteria. If these objectives are applied as yardsticks for evaluating an educationally sound business science course, it will be found that they line up somewhat as follows:

1. General business information, specific as well as general, good for everyone who uses business services — part and parcel of good citizenship for the consumer as well as for the distributor.
2. Guidance—information about business positions, opportunities, and business life—a logical extension of the social science idea.
3. Exploratory opportunities with opportunity for learning about business occupations, trying out some of them, helping to predict possible success in business, some specific training in following directions and doing what one is told to do.
4. Prevocational practices — foundational materials for bookkeeping, stenographic, and general office work, the citizen-implications found in all of the commercial subjects.
5. Vocational practices—brief accurate training, using the materials, business forms, and procedures found in the most common businesses, a producer's, worker's, or distributor's elementary business education.

Texts Measured by This Fivefold Yardstick

Unless our instructional materials, and by that I mean the textbook used, actually conform to these five universal criteria, we will soon find that public school administrators are unwilling to give a place to business education in the junior high school curriculum, and the result will be fewer and less desirable jobs for teachers of commercial subjects. Whether we agree with the idea of generalization or not, the idea is here to stay. Not many of our business science textbooks give complete expression to the junior high school philosophy of today. Though many of these present materials may not be permanent, of one thing we may be certain, the generalization process will continue. Our problem as teachers, then, is to apply to the field of business education the same progressive procedure that has been followed in other phases of education.

Upgrading of Vocational Subjects Rapidly Developing

As a result of the generalization of the business science course on the intermediate or junior high school level, there is another rapidly growing trend. The more technical or vocational subjects are being upgraded or placed higher in the secondary schools. By vocational subjects, I mean bookkeeping, shorthand, office machine practice, and such other courses as actually develop those usable, marketable skills which enable our high school graduates to perform the duties and tasks that are a part of the work in the business office.

It is an axiom of present-day education that, to be effective, training for the development of actual vocational skills must be given as near to the job as possible.

General Courses Absorbing Several of the Business Subjects

This leads directly to another trend of business education in our senior high schools and one that I think may well cause more than a little quiet alarm among ourselves as commercial educators. What is happening to such subjects as economics, commercial geography, commercial law, business arithmetic, and business English? In many school systems these subjects are more or less rapidly slipping from out the confines of the commercial department into the other departments of the school. At one time these subjects were considered purely technical or vocational, necessary only for commercial students to pursue. Now economics, for instance, has for the most part been largely absorbed by the social science field. The same is true of commercial geography. In many cases business arithmetic has been taken over into the general mathematics course, while business English and secretarial studies are becoming a part of the regular English course.

You may well ask, "What of it? How do these changes affect us as commercial teachers?" My answer is, that it is not good for commercial education that these subjects be taught by teachers distinctly outside of the commercial department. I might also say that it reduces the number of available positions for us as commercial teachers, and we all know that there are none too many available at the present time.

Generalization Responsible for This New Trend

What is responsible for this noticeable trend? Undoubtedly the generalization of the aims and content of these subjects is one answer. The subjects were first designed for commercial students, but it soon became evident that they were desirable for other students as well because of their universal value and their citizenship appeal. Commercial teachers have been doing such sound and constructive work in their specialized fields of technical and vocational training, that they have not had time to do much with these more recent changes. It is one of the most significant trends in education, however, that business educators everywhere are today awakening to the changes that are taking place and are probably doing more to bring business

education into complete accord with the best educational theories and practices of the day than is any other group of educators.

Bookkeeping Courses Becoming More and More Practical

One phase of this particular trend of reducing the time allotted to bookkeeping is especially significant and will no doubt be-

come more and more prevalent. The nature of the content of the bookkeeping course is being changed so as to make it of the utmost practical value to all the pupils in the school. We know that of the students who take our bookkeeping courses, only comparatively few secure positions that actually require the use of bookkeeping knowledge. To meet this condition, we find that in a rapidly increasing number of bookkeeping courses, at least one semester is devoted to training in thrift, budgeting, the keeping of simple, non-technical records of the incomes and expenditures of the individual, the family, the farmer, and the small business owner. Such material is not only of universal value to the pupils and can therefore be justified according to accepted educational criteria, but it is also proving to be the most effective introduction to and the best foundation for the study of formal bookkeeping.

This is a trend that I am sure we will all see evidenced more and more widely in our bookkeeping courses in the future.

Shortening of Bookkeeping Course Common in Smaller Schools

Another trend of the times in business education is not attracting wide-spread attention but is gaining more or less rapid momentum. This applies to another specific subject that has long been considered by commercial teachers the backbone or the foundation of the business course. It is surprising to learn the extent to which the amount of time allotted to bookkeeping in the curriculum of the high schools throughout the country is being reduced. There was a time when a three-year course was not a rare exception. Even

now, most of us are inclined to think that two years is the minimum time that should be allotted to this subject.

Investigation reveals that a rapidly increasing number of schools have reduced the time given to the bookkeeping course to one year. Many of these schools have substituted a part or all of the business science course for one full year of what used to be a two-year bookkeeping course. Others have even done away with bookkeeping entirely and have substituted for it material considered to have more universal value to the pupils.

This, however, is not true in our larger school systems. Generally speaking, it is a trend only in the high schools of the smaller communities.

Growth of Commercial Training Rapid and Widespread

So far I have been speaking exclusively of current trends in commercial education in our secondary schools, the intermediate or junior high schools, and the senior high schools. There is another interesting and significant trend in our higher institutions of learning, in the universities, colleges, normal schools, and teachers colleges. Only a few years ago, one could count on the fingers of one hand the institutions of higher learning in which those who wanted to prepare for commercial teachers were able to pursue

courses in content and methods that gave specific training for such work.

All of us who have been in commercial education for more than a few years know that in the beginning of commercial education in public secondary schools the teachers were recruited from the business colleges. Teachers coming from these schools usually had a sound technical training and a thorough knowledge of content. Many of them were skilled teachers, but if such were the case, it was due to a natural knack for imparting their knowledge. Not many of the commercial teachers from these schools were college-trained; at least, they did not have degrees from recognized colleges or universities. As a result school administrators often looked down upon commercial education with a feeling of contempt because the teaching

Mr. Holtsclaw, the author of this article, is a graduate of Mount Union (Ohio) College and Zanerian College, Columbus, Ohio. He has been a student of the University of Chicago and Harvard University. He has an unbroken record of twenty-six years of teaching and administrative duties in the public schools of Detroit. In 1918 he was elected Principal of the High School of Commerce and since 1922 has been Supervising Principal in charge of Commercial Education.

Mr. Holtsclaw has served as President of the Commercial Sections of the Michigan Education Association and of the National Education Association. In 1929 he was President of the National Commercial Teachers' Federation. He is one of the co-authors of "General Business Science" (Jones, Bertschi, and Holtsclaw) and has for many years been a director in several Detroit corporations.

As director of Commercial Education for the city of Detroit, he supervises the work of some 300 commercial teachers and is responsible for the training of 11,000 commercial students in the high schools, in addition to some 8,000 more taking pre-commercial subjects in the intermediate schools. He therefore speaks with authority.

—Editor

in the other departments was done by what they considered better-trained and superior teachers. It was not long before administrators began to insist upon all teachers in the secondary schools having degrees. They were led into the unfortunate mistake of giving preference to such teachers, even though they sometimes were totally ignorant of commercial subject matter. This soon resulted in many employed teachers taking courses in the summer sessions of higher institutions of learning; but the only courses available to them for several years were such subjects as history of education, educational psychology, and other branches that had little or no specific bearing on the content of any particular commercial subject or methods of teaching the subjects. I think we all agree that the cause of commercial education was not greatly advanced while this condition prevailed.

This point leads me to mention what I think is one of the most gratifying and important of the present-day trends in commercial education. Only in very recent years have any save a few of our higher institutions of learning offered courses that are of direct, specific help in the training of more capable teachers of business subjects. However, at the present time a large number of our universities offer a great variety of courses, both in content and in method, that definitely develop the ability to teach specific business subjects.

More and More Stress Placed on Knowledge of Content

It has been particularly interesting to observe in these college-level courses that our higher institutions have been, during recent times, awakening to the fact that a thorough

knowledge of the content of a specific subject is a fundamental requisite of the ability to teach that subject. In other words, more and more emphasis is being placed on the development of content knowledge with, of course, a corresponding increase in the development of method courses, all of which makes for more highly skilled teachers. [The increasing number of courses listed from year to year in our Summer Normal School Directory amply attests this fact.—Editor]

It is not only in the great universities of today that we find well-organized content and methods courses for the training of commercial teachers. State normal schools everywhere are being rapidly converted into teachers colleges, and in almost every one we find facilities for those who want to prepare for careers in the profession of commercial teaching. Only a few years ago a state teachers college was a thing unknown, although in a few of the larger, better normal schools at least some facilities were available for the training of teachers of business subjects. I think one of the most significant examples of the current trend toward better facilities for

training commercial teachers is the conversion of the staid, conservative Salem Normal School at Salem, Massachusetts, into a state teachers college granting both undergraduate and graduate degrees. North Carolina has recently consolidated its three state educational institutions and has only this fall started a well-defined, properly balanced commercial teacher training course. This year Teachers College at Columbia University is offering its first regular commercial teacher training course on a graduate level. For several years Detroit Teachers College has given

(Continued on page 311)

Coming Events

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| March 10-11 | Iowa Research Conference, Iowa City |
| March 18 | Connecticut Business Educators' Association, Waterbury, Connecticut |
| March 18 | New York Gregg Shorthand Teachers' Association "Jubilee," New York City |
| April 1 | Tri-State Commercial Education Association, Pittsburgh, Pennsylvania |
| April 6-8 | Inland Empire Association, Spokane, Washington |
| April 8 | Ohio Commercial Teachers' Association, Columbus, Ohio |
| April 13-15 | Eastern Commercial Teachers' Association, Washington, D. C. |
| April 19-21 | National Association of Penmanship Teachers and Supervisors, Pittsburgh, Pennsylvania |
| May 13 | Tenth Annual Ohio Commercial Contest, Bowling Green State College, Bowling Green, Ohio |
| June 27-28 | International Commercial Schools Contest, Century of Progress Exposition, Chicago, Illinois |
| June 29-30 | University of Chicago Conference on Business Education |
| July 1-7 | National Education Association Convention, Chicago |
| July 29-August 4 | World Federation of Education Associations, Fifth Biennial Conference, Dublin, Ireland |

English Values in Shorthand

An Ounce of Prevention Is Worth a Pound of Cure

By Elizabeth Starbuck Adams

Pacific Coast and Orient Office of The Gregg Publishing Company, San Francisco, California

TEACHERS of shorthand and typing have been heard many times to make remarks that, totalled, run like this: *It is not my business to teach English.* It is up to the English department to teach the rules of spelling and construction and punctuation. I have no time for that. I am hired to teach shorthand and typing. I am altogether too busy with my typing drills and tests and my dictation work to have any time to spend on English. It is not my job, anyway.

Shorthand and Typing Are English Tools

If I agreed with this assertion, there would be no further discussion. This attitude on the part of the instructor might be justified if the two skills of shorthand and typing were skills apart from knowledge of English. However, both these skills are valueless if they are not to be thought of as English tools. Typing is an efficiency tool for the legible written expression of a language content. Shorthand, the reportorial skill, is a still more complicated tool for recording ideas. Any teacher of these skill subjects who tries to sidetrack their English values is thinking only halfway around her subject. She is like the housekeeper who throws away the meat juices that might have become nourishing soup.

Every typing text is rich (or should be) in aids for better control of English mechanics, words, ideas, punctuation, stimuli for attractive arrangements. Why not use this richness of content for something more than mere finger-facility development? On page 67 of the Teacher's Manual for the College Course in "Gregg Typing" are suggestions for the use of machine dictation germane to this discussion:

Machine Dictation Brings a Better Control of English

"In former years much use was made of direct dictation at the machine. As the size of typing classes has grown, the problem of dictating loudly enough to be heard over the noise made by the machines has caused most teachers to abandon the effort. This teaching device should be used wherever possible.

'Its great virtue consists in the fact that the teacher can absolutely control the rate of mental and manual action of his students. Experienced typists in reporters' offices have often declared that dictation direct at the machine is mostly responsible for whatever skill they have with the typewriter. It forces the student to 'get his copy' through the sense of hearing, and to spell, punctuate, etc. It is excellent pretranscription practice. If the student is a poor speller, it forces him to realize the fact.

"We suggest that after students have typed a paragraph from copy, the teacher dictate the paragraph direct to the machine. Correct immediately from the textbook for spelling, etc. In the beginning, it will be well to dictate all punctuation marks. Dictation of this type should be clear, well articulated, and at a smooth syllabic pace. At first a speed of 50 per cent of the average copying speed of the group should not be exceeded. This speed can gradually be increased until familiar matter is being dictated at a rate slightly faster than the top speed of the best typists in the group."

Shorthand Taught as an English Skill Subject

Transcription is like a concrete wall to many students. Against it the head is bumped, the spirit bruised. Come tears and discouragement. All this, because the teacher failed through lack of forethought to open the gate in the wall. Yet there are schools where shorthand is taught as an English skill subject. The fundamental control is based upon the dual process of learning to use symbol in writing sound and translating that symbol into correct English—this in the first week of training as well as in the last week. We do not deprive a baby of food because he cannot digest meat. We give him food daily that is adapted to his elementary digestive needs. We want to assure his complete physical growth each day. If this analogy is accepted, in shorthand learning it is essential to provide for the complete cycle of growth, every day. We cannot afford to limit the daily development to just one phase of shorthand skill. The translation of symbols into correct written English is as necessary in

Unit 1 as it is in Unit 36. To limit the translation to oral English is to fail to provide for two important phases—spelling and punctuation.

Only One Complete Cycle of Learning a Skill Subject

There seem to be differing schools of drillists. I do not wish to enter into any controversy of good, better, and best; or bad, worse, and worst. I belong to the school that believes in perfecting skill through intensive and extensive use of that skill in widening circles of experience. If the skill of transcription is to be developed naturally to meet the widening circle of increased vocabulary, the skill must begin growth with the simple, first vocabulary of Unit 1. To me there is only the one cycle of learning for any of us. Old and familiar as it is, we still have much to study out in these steps of learning—presentation of the new, controlled practice, individual exercise of the new skill in new situations, review or test, re-presentation. Is there any more effective cycle for teacher and pupil than this?

The English Ounce of Prevention

The "ounce of prevention" fits into the phase of the cycle called "presentation" to prepare for the phase labeled "individual exercise." There can be a presentation of English values that works out a simple scheme for getting correct transcription, or, if one is pessimistic, for getting the fewest possible English errors in written transcription.

Getting Students Ready for English Aids Them in Transcribing

You and I have a great many wonderful pedagogical principles flung at us from time to time. Sometimes it seems easier to leave them all alone and let the class jog along in any sort of routine to which it has become accustomed. Yet, once in a while, there comes some term or precept that is illuminating. One I like is that law of learning called "readiness." What is that but getting our students to understand how to do a piece of work with as much skill as possible?

When they understand, off they start to "exercise" the skill. That is the law of "exercise." It really is simple, for how can any of us learn to do except by doing? Readiness to make a cake does not get far. It takes the exercise of making and baking to produce the cake.

Then that law of "effect"—what good is the readiness to make the cake, or the exercise of making it, without the satisfaction of eating the cake or the joy of seeing our friends eat it?

In this discussion I am most interested in the law of readiness as it may be applied to finding English values in preparation for transcription. Teachers insist that students "can't spell and can't punctuate." Let us see if we cannot help these students to spell a few words at least and to punctuate in a few of the acceptable ways. Let's do some preparation that gets them into that state of readiness where commas slip into proper niches and letters get assembled in the exact order to satisfy the most demanding critic. Let us pre-teach or prepare for correct transcription of the various exercises in the Gregg Shorthand Manual that are labelled Reading and Dictation.

A Definite "Readiness" Plan

Here is one way I go about it: I take the key to my Manual. I underline what seem to me might be the difficulties from a student's point of view in turning shorthand symbols into correct English. My next step is to plan a short, snappy drill to make clear these points. I want to bring up to consciousness the special points of English mechanics needed in the particular exercise. I want to use the ounce of prevention. I shall not suggest that the student is likely to slip here and stub his toe there. I want simply to bring out the difference between *here*, *hear*, and *her* with a cue to the selection of the spelling that fits the context. I dislike warnings and fear-thoughts. I prefer positive skill developers. If a word like *necessary* is a hard one to type from symbol, cannot I find some way to develop the typing skill before time for the transcription? As I study the simplest content I see possible difficulties. When I plan to clear away the obstructions I am helping the student definitely to get into readiness for the ensuing exercise. If the result is approximately correct, you may be sure that the law of effect will operate effectively.

On the Lookout for Three English Difficulties

In general, I am on the lookout for three common types of difficulties: vocabulary, punctuation, and set-up. A brief outline of such types may help others.

I. VOCABULARY DIFFICULTIES

- a. Spelling process in typing words of six and more letters from symbol
- b. Derivatives: dropping *e*, retaining *e*, changing *y* to *ie*, etc.
- c. Syllabication
- d. Compound words—with or without hyphen
- e. Use of apostrophe in elisions and possessives (singular and plural): *its*, *it's*; *Thomas'*
- f. Capitalization

- g. Meanings that affect spelling: *to, too, two; corps, core; principle, principal*
 h. Collective nouns in relation to verbs—singular or plural: *the crowd is, data are, etc.*; plurals: *sons-in-law*

II. PUNCTUATION

- Comma: Necessary to understand the why's and wherefore's in each specific case
- Colon, semicolon: ditto
- Question mark (often overlooked)
- Quotes, especially in relation to other punctuation marks
- Phrase, clause, and paragraph formation

III. FORM OF TRANSCRIPT

Specific directions needed for placement, spacing, and all other details.

Questions to Ask

Certain questions I ask to help me find the stony places. You will see they check closely with the table of types of difficulties.

- What words need defining to give the cue to the correct spelling? (*study, steady; fore, four; etc.*)
- What words offer difficulty in typing and spelling? Usually long words—*minimum, approximate, or derivatives: lagging, completing, arrangement, parties.*
- What titles or special names need capitalization?
- When and why should commas be used? Or semicolons?
- Are hyphens to be used?
- What controls the use of the apostrophe, or quotes, or dash?
- What information of permanent value is needed to comprehend the content?
- What paragraphing is desirable?

English Instruction Should Be Specific

This list does not exhaust the possible questions one must ask. It simply is a starter. My fundamental idea in all this is that I want to substitute sure knowledge for guessing. By working out the limited problems of a specific exercise I develop the working knowledge of the English mechanics needed to execute successfully that one exercise. I do not feel that I must review all comma rules when there is but one comma rule that applies to the exercise in hand. I stress simply the principles and usages that apply directly to this one exercise. Unless I thus limit the presentation of mechanics, I should soon be in a quagmire of English technicalities as wide and deep as the complete grammar itself.

With red pencil in hand let's get to work underlining the "ounces" needed for prevention. Here, again, is my list. The numbers apply to the paragraphs in the Gregg Short-hand Manual.

Par.	Vocabulary	Punctuation Set-up
13	<i>hear, here, her; our, are; a, an</i>	question mark, comma, semicolon
25	<i>to, too, two; Len Allen; attack; meet, met, meat; lake, lack; main, mane</i>	same; set-up of letter

Par.	Vocabulary	Punctuation Set-up
32	all words that end in <i>ing; minimum; League, leg; Keller; Earl; use of capitals</i>	same
45	<i>almost; maid, made; ing-words; hyphen; capitals</i>	paragraphing
56	<i>steady, study; compound words; traffic; decrease; deplete; assets; elated; capitals</i>	paragraphing
63	<i>Campaign; thoroughly; capitals in title of book</i>	paragraphing, commas
70	Writing of date; capitals	same
77	<i>belief; necessary; capital, capitol; loan, lone; above-mentioned; one-two-three; factor; floating the loan; data</i>	same
89	<i>immediately; knowledge; committee; representing; officials; "Ile de France"; compound words</i>	same
96	date; use of dash; capitals	same
103	<i>analysis; particulars; decision</i>	same
110	<i>communication; overdue; character; days' delay; (analyze the character of the man who wrote this letter)</i>	paragraphing, set-up
117	simple in content and form; would make an excellent test	
123	<i>arrangements; install; opportunity; consideration; experience</i>	same
131	<i>organization; unique; correspondence; excellence; acumen; Niles', Niles</i>	paragraphing, commas
139	(Close attention must be paid to the meaning of the technical words now appearing.) <i>remittance; invoice; receipt; unsatisfactory; enable</i>	same
144	writing of numbers; apostrophe; <i>approximately; memorandum; enclosed</i>	same
151	capitals; <i>catalogue; improvements; acquaint; nevertheless; envelope; souvenir; compliments; announcement</i>	question mark, paragraphing
160	<i>steadily; maintaining; itemized; attainable; publication; continent; discontinue; suggested; medium; columns; indefinitely.</i> (This exercise offers excellent content for typing practice, transcribing at slow rhythmical rate. This vocabulary, if pre-studied, is a challenge to the typing skill)	

Check through the rest of the Manual in this same fashion. Keep a lookout for errors made on words other than those you selected. This attention to the thought of content before trying to translate it will establish a valuable office habit in the student. Indeed, several good habits will be built up by such procedure, habits that will make the more formal transcription that is tied up with fast dictation both easier to execute and better in form.

If you feel you have no time for this type of "pre-paration," remember the time it takes to correct errors. Think how pleasant it would be to get papers without errors. Would you not gain both in time and pleasure by using some such ounce of prevention?

The 1933 Standard Gregg Shorthand and Typing Tests Ready

THE Research Department of the Gregg Publishing Company announces that the 1933 Standard Gregg Shorthand and Typing Tests for Interschool Contests are ready for distribution. The same testing service and awards given in the past will be continued this year.

Due to the increased popularity of the use of Congressional Record material in place of literary matter, this year's tests contain Congressional speeches instead of literary matter. A list of Congressional reporting outlines prepared by Charles L. Swen will be started in the Reporter's Department of the March GREGG WRITER. This list was prepared in response to several requests from teachers who are using "Congressional Record Dictation" in their classes.

Correspondence with the various state contest managers indicates that there is a growing tendency to experiment with the mass type of contest.

North Dakota, for example, has planned a complete reorganization of its typewriting and shorthand contests. The contests in that state are under the direction of James A. McCrae, secretary of the Bureau of Educational Cooperation, Extension Division, University of North Dakota. In a recent letter, he outlines this year's contest plans, as follows:

"This year the traditional type of contest is being replaced by class contests held in the commercial departments of high schools throughout the state. The idea is to base the awards upon the averages made by the commercial departments. Also, awards will

be made for the best individual scores in both typing and shorthand. Thus, the emphasis is being placed upon the general work of the commercial departments rather than wholly upon the performance of the exceptional pupil. Under the new plan the number of students participating in the contest will doubtless be greatly increased."

Several other states have been trying out the mass contests, among them Ohio, South Carolina, Wisconsin, Kansas, California, and Indiana.

Malott, in his biennial survey of commercial education for the period 1928-1930, calls attention to the growing tendency to question the educational and social values of the traditional type of contest in commercial subjects. The every-pupil or statewide testing program seems to be the more suitable type to encourage the achievement of practical standards.

G. G. Gudmundson, Thomas Jefferson High School, Elizabeth, New Jersey, manager of the New Jersey State Commercial Contests, is working on a plan to standardize all state testing material and regulations so that the results of the state contests may be intelligently compared.

He believes that a most valuable pedagogic by-product would result from this standardization. It would serve to establish throughout the United States a basic core of subject matter and a basic time element for each of the commercial subjects tested. The plan merits the serious thought of contest managers and curriculum builders.

WATCH FOR THE NEW TEACHING PLAN FOR CHAPTERS X-XII

of the Shorthand Manual. This plan, prepared by the Research Department of the Gregg Publishing Company, is now being printed in pamphlet form and will be distributed free of charge to all Gregg shorthand teachers sometime this month. We won't tell you any more about the plan except to say that it gives an easy and interesting way of teaching the disjointed prefixes and suffixes. Every theory teacher will want a copy.

'Nuf sed!

National Commercial Teachers' Federation

Held at the Hotel Stevens, Chicago, Illinois, December 27-29, 1932

(Concluding report from February issue)

New Department and Round Table Officers for 1933

Public Schools Department

CHAIRMAN: J. O. Malott, Specialist in Commercial Education, Office of Education, Washington, D. C.
 VICE CHAIRMAN: W. O. Yoder, High School, Kenosha, Wisconsin
 SECRETARY: Miss Ida Wallace, Northeastern High School, Detroit, Michigan

Private Schools Department

CHAIRMAN: Jay W. Miller, Goldey College, Wilmington, Delaware
 VICE CHAIRMAN: Juanita Armstrong, The Huff School of Commerce, Kansas City, Missouri
 SECRETARY: Mrs. Emilia Kennedy, Manager, Parsons Business College, Kalamazoo, Michigan

Shorthand and Typewriting Round Table

CHAIRMAN: Miss Minnie A. Vavra, Vocational Counsellor, Cleveland High School, St. Louis, Missouri
 VICE CHAIRMAN: Miss Viona Hansen, Grand Forks High School, Grand Forks, North Dakota
 SECRETARY: Miss Dorothy Leibrand, Central High School, Bay City, Michigan

Business Round Table

CHAIRMAN: H. G. Cobb, High School, Tomah, Wisconsin
 VICE CHAIRMAN: Miss Gladys Bahr, Withrow High School, Cincinnati, Ohio
 SECRETARY: Mrs. Fleta Childs Petrie, School of Business, University of Chicago, Chicago, Illinois

College Instructors' Round Table

CHAIRMAN: Paul O. Selby, State Teachers College, Kirksville, Missouri
 VICE CHAIRMAN: Mrs. Ethel H. Wood, State College of Washington, Pullman, Washington
 SECRETARY: Miss Jane E. Clem, State Teachers College, Whitewater, Wisconsin

Penmanship Round Table

CHAIRMAN: Miss Julia Mae Myers, Iowa State Teachers College, Cedar Falls, Iowa
 VICE CHAIRMAN: Hermann Voight, St. Paul's Lutheran School, Melrose Park, Illinois
 SECRETARY: John S. Griffith, Englewood Business College, Chicago, Illinois

THE departmental and round table programs of the Federation were carried out almost exactly as announced in the December issue of this magazine. The chairmen are to be congratulated on their administrative as well as their pedagogic ability in carrying their plans to such a successful conclusion. The general theme of the Federation, "Business Education in a Period of Readjustment," was given specific and detailed consideration in its relation to each of the

major subjects of the commercial education curriculum.

As the topics discussed and the names of the individual speakers have already been published, and as many of the papers will be printed in full in the columns of *Federation Notes*, the official journal of the Federation, as well as in this and other magazines, this report is limited to a brief summary of the salient points brought out by the various speakers.

Public Schools Department

Chairman: Imogene Pilcher, Head, Commercial Department, Lincoln High School, Cleveland, Ohio

IRMA DEANE FOWLER—The state supervisor expects the commercial teacher to have pedagogic training in an approved teacher-training institution, also a state certificate equivalent to that of any other high school subject. The state supervisor also expects the teacher to supply the state office with representative specimens of student work in each subject he teaches, together with all data needed for the supervisor's guidance.

EDWARD J. McNAMARA—The High School Principal expects the commercial teacher to have a firm conviction as to the worth of

the subjects he is teaching. He should also have a keen interest in the development of business and should keep his methods up to date. The principal should assign his teachers duties that will develop their powers.

L. M. HAZEN—The Director of the Commercial Department expects his teachers to have a background of culture. They should contribute new ideas for the improvement of the department. They should do their utmost to become acquainted with the individual differences of their students and make the necessary adjustments in their teaching pro-

cedure. They should take great interest in extra-curricular activities.

RUPERT P. SoRELLE — What the Business Executive expects from commercial teachers is set forth briefly in the following observations based on information secured from 150 business leaders:

The present period of depression has had the effect of emphasizing the importance of character traits in business employees. The commercial teacher is expected to develop

business principles and sciences will be valuable to every student in any life work he may choose. If he decides to enter business this foundational course will make his technical training easier. More attention should be given to a study of all factors that lead to successful placement.

E. W. BARNHART—There should be a sharp distinction between a general and a special education. The small towns are making a mistake in maintaining the traditional com-



J. O. Malott
Chairman, Public Schools
Department



Jay W. Miller
Chairman, Private Schools
Department



Minnie A. Vavra
Chairman, Shorthand and Type-
writing Round Table

these traits to a greater extent than before. He is also expected to develop on the part of his students a greater power of analysis of business problems.

The teacher is expected to come into closer contact with business as it actually operates, thereby keeping practical and up to date in the classroom. The need of more training in English and penmanship was stressed.

GORDON F. CADISCH—The business leaders of Russia claim that individual liberty and competition create waste and duplication. Their procedure violates the four fundamental principles on which our own system is based—private property, individual initiative, personal liberty, and private control of enterprise.

REGINA E. GROVES—During this depression, the enrollment in commercial subjects in high schools has increased 640 per cent. A readjustment of commercial education on the senior high school level is essential. A broader foundational training should be offered before technical skill subjects are undertaken.

J. O. MALOTT—A foundation in general

commercial department. In the future, business will demand a broader general training and a higher efficiency in skill subjects.

Private Schools Department

Chairman: Mary M. Gallagher, President, The Gallagher School, Kankakee, Illinois

ELDON E. BAKER—Business educators should take an active interest in all civic affairs and be as valuable as possible to their community. One important result of close contact with the business, professional, and civic life of the city is the placement of approximately fifty per cent of your graduates with the friends you have made through these contacts.

MRS. ANNE SHELLEY—The success of a school depends upon its teachers. In this period of business readjustment, teachers must be of more value and give more service for what they receive. Teachers and employers should pool their knowledge in order that both the student and the business man will profit. Commercial subjects must be more highly correlated and students must receive the broadest possible education.

JAY W. MILLER—In order that the public may regard the private schools as educational institutions and not simply as position factories, we must have more rigid entrance requirements, establish longer courses, employ experienced teachers, and give the requisite training for business rather than training for the job.

C. J. HARVEY—Students must be taught to understand better just what they should do when applying for their first position. The

the senior student a complete mastery of shorthand and typing in one year and is offered for ten periods a week, two 45-minute periods daily, one for shorthand and one for typing. A seven-week finishing course is available for those who wish to continue during the summer months. The course is growing in popularity each year.

W. S. BARNHART—The present tendency toward the upgrading of secretarial training is permanent and not merely the result of the



H. G. Cobb
Chairman, Business Round
Table



Paul O. Selby
Chairman, College Instructors'
Round Table



Julia Mae Myers
Chairman, Penmanship Round
Table

job is only half done when students are trained for business. They must also be taught how to sell this training to their best advantage.

Shorthand and Typewriting *Round Table*

Chairman: Eleanor Skimin, Northern High School, Detroit, Michigan

MINNIE A. VAVRA—The commercial teacher can and should set up minimum essentials in entrance requirements in shorthand and typewriting. Indiscriminate "dumping" of pupils should not be accepted in silent resignation. For the best interests of the child, the classroom, and the community, reasonable entrance requirements are needed. The following are the minimum essentials: normal eyesight, normal hearing, normal muscular control over the fingers, normal I. Q., and a satisfactory command of English.

MARJORIE CALLAHAN—A special course in shorthand and typing, limited to seniors in good standing, has been a unique part of the Cincinnati public school system for the past ten years. This course is designed to give

depression. A large number of high school graduates are returning voluntarily for post-graduate courses. Organized instruction should be offered this group on the college level. The most desirable plan is the junior college plan. There are now more than 100 public and 200 private junior colleges.

MRS. ETHEL H. WOOD—From 35 to 40 per cent of the students enrolled in typewriting in the State College of Washington are non-vocational students. We really owe a debt to the non-vocational student, who seems to have upset our customary method of teaching typewriting by compelling us to make this subject of earlier practical value. We have been spending too much time teaching speed and accuracy and too little time teaching typewriting.

DORA H. PITTS—The most effective method of teaching transcription is by sense perception. This is the process by which the pupil has already learned both longhand reading and writing. It has been proved to be the easiest and quickest method of learning these two subjects, which are so similar to the two chief elements of transcription. This method requires the use of images or representations

of the work to be mastered placed before the pupil in such a way as to appeal to the senses of sight, hearing, speech, and touch, and to act as stimuli to the learning process.

READING AND ITS EFFECT ON THE LEARNING OF SHORTHAND

A most interesting discussion of this subject followed the formal papers. Many questions were propounded and answered. The discussion was under the direction of Miss Katherine Munkhoff, Grant High School, Cedar Rapids, Iowa; Miss Dora H. Pitts, Western High School, Detroit, Michigan; Miss Viona Hansen, Grand Forks High School, Grand Forks, North Dakota; and Miss Goldena Fisher, The Gregg Publishing Company, Chicago, Illinois. We are summarizing the consensus of opinion expressed, in question and answer form:

Question—Does the longhand reading rate affect the shorthand reading?

Answer—Very much. It is best to give longhand reading tests immediately to beginning shorthand pupils. Make them realize that their goal is to be able to write shorthand so that they can read it at a speed approaching this rate.

Question—Should any later longhand reading tests be made?

Answer—The change that takes place in longhand reading rate as a result of constant practice of reading shorthand orally and in the transcribing is quite surprising. The width of the eye-span grows with constant growth in reading power, and the result is usually an increase in longhand reading, with a new aim or goal developed for shorthand reading.

Question—Do you use any special tests in your school?

Answer—No, we use a good text on some business subject and have the students read on different days for one, two, or three-minute periods. It is difficult to arrive at the shorthand reading rate. If you use notes of the difficulty of the pupil's present writing ability and get sight-reading results, the student can record these along with his longhand reading rate and make constant comparison. The rate of reading his own notes can be similarly made.

Question—Suppose he cannot read his own notes?

Answer—A five-second hesitation is sufficient. Then call for class assistance. Record his reading rate but follow up the student until he can write notes that may be read at a speed approaching his longhand rate.

Question—What do you consider one way to improve reading?

Answer—List daily the words that furnished reading difficulty. Practice these words or difficulties until they are eliminated. Then cross them off the list. Have the lists read occasionally to be sure they are being used.

Question—Do you find that the pupils have much difficulty in interpreting their notes? That is, does the reading and transcription show that the pupil grasps the content of what he reads or is it principally word reading?

Answer—All minds like to be relieved of interpretative responsibility. Proving to them that errors

will be reduced to a minimum by reading meaning into notes is an incentive to shorthand writers.

Question—Where should we begin to teach interpretation of content?

Answer—At the very beginning of the study. After a letter or even a sentence is read in beginning work, ask for the meaning. Call for points made in a letter that will need to be included in the response. Make answering dictated letters and interpreting other dictated matter the major issue.

Question—Does rapid, accurate comprehension assist in transcribing?

Answer—You will always notice that a beginning transcriber erases frequently because he is a word transcriber. If you teach transcribing as soon as the keyboard has been learned, and if you stress comprehension of content from the first day in shorthand, this difficulty is gradually eliminated.

Question—Are there other ways of improving reading?

Answer—One of great importance is the learning of new words. Assign a word for a particular day. Ask that it be written in shorthand with the meaning. The students must use it in conversation in another class if possible or at home, and relate the instance either orally or in writing. The instances are often used directly as dictation. An increase in vocabulary means speeding up reading because time for interpretation is gradually being lessened. With beginning pupils a list of technical words to be used in a letter may be given in advance for defining or for use in the sentence. The pupil should be exposed to all words which are likely to be unfamiliar to him until a large vocabulary has been assimilated. He should be encouraged by every possible device to store away a wealth of words which may be drawn upon at any time.

Question—Do you make use of additional incentives, such as the radio or current literature?

Answer—We devote one day a week to reading and discussing notes taken from newspapers, lectures, radio speeches, or from current magazines.

Business Round Table

Chairman: R. J. Burton, Wausan High School, Wausan, Wisconsin

HAROLD G. SHIELDS—Business education has been too largely concerned with skill training. The new type of business education must emphasize instead the *economics* of business. The three current situations that will tend to bring about this change are (1) the ever-increasing use of machines; (2) decline of wages of clerical workers; (3) financial losses because of bank and investment failures. The last situation particularly emphasizes the need for economic education.

PAUL A. CARLSON—Among the recent trends in commercial education may be noted the different type of pupils present in increasing numbers in the commercial classes. Many subjects formerly given a vocational slant are now being taught from an informational point of view. The time allotment of many subjects is being reduced. As the teaching load grows, commercial students must be

well equipped with work books and other helps and the teachers supplied with teaching plans.

LLOYD L. JONES—Junior business education is not a course in handwriting, spelling, and arithmetic. It is much broader and is rapidly rising to the dignity of a required course in the eighth or ninth grades, with the emphasis placed on education of the consumer or citizen.

MISS RAY ABRAMS—Participation in extra-curricular activities is the ideal way for the teacher to personalize his services to his students, to mold their characters and bring out all that is fine in them. These extra-curricular activities should be elective on the part of both students and teachers and should be carried on wholly outside school hours.

College Instructors' Round Table

Chairman: D. D. Lessenberry, Head, Department of Commercial Education, University of Pittsburgh, Pittsburgh, Pennsylvania

J. O. McKINSEY—The lack of coördination between the various factors of production and marketing in business organizations must be corrected in collegiate schools of business. The way to do this is to develop the type of mind that comprehends four things—attitude of mind; reasoning ability; general business information; and application of techniques. College students must learn to think in terms of problems.

E. G. BLACKSTONE—In order to educate the pupils and the public about business education, a continuous impartial and consistent publicity campaign should be planned and put into operation. All interested groups should be reached by this publicity. Every available medium should be used and should be filled with stories of successful alumni, student commercial club activities, contests, demonstrations, interviews with satisfied employers. Every teacher-training institution should offer a publicity course of this nature.

HAROLD G. SHIELDS—The training of business teachers in the past has consisted largely of a mixture of technique, methods, pedagogy, and clerical work. Few business teachers have had sufficient training in economics to help them avoid inferiority complexes, and to help them be leaders in shaping a new economic order. The future of business education is tied up with the elimination of economic illiteracy.

INFORMAL DISCUSSION

The following problems were informally discussed: **COLLEGE ENTRANCE REQUIREMENTS**, by *Paul O. Selby*, State Teachers College, Kirksville, Missouri; **THE STATUS OF SHORTHAND AND TYPEWRITING**, by *J. U. Massey*, State Teachers College, Pittsburg, Kansas; **THE IMPROVEMENT OF COLLEGE TEACHING**, by *C. M. Yoder*, President, State Teachers College, Whitewater, Wisconsin; **PRACTICE TEACHING VERSUS OBSERVATION OF TEACHING**, by *R. F. Webb*, State Teachers College, Indiana, Pennsylvania; **METHODS COURSES**, by *Clay D. Slinker*, Director of Commercial Education, Des Moines, Iowa.

Auxiliary Meetings

National Association of Accredited Commercial Schools

THE Twentieth Annual Fellowship Dinner of the National Association of Accredited Commercial Schools and their guests was held Tuesday evening, December 27, after the regular meeting of the Association. This Association is developing a model bill for the guidance of its members in states whose legislatures seek to operate the private business schools. The bill will be drawn in the interests of all classes of business schools that are seeking to obtain higher levels.

During the meetings of the Association much attention was given to the new plan of evaluation of credits, using the same basis and the same terminology employed in academic colleges and similar institutions.

A complete report of the committee may be obtained from the secretary, Mr. H. E. V. Porter, Jamestown Business College, Jamestown, New York, or from Mr. B. F. Williams, president of the Association, Capital City Commercial College, Des Moines, Iowa.

International Congress Delegates Hold Informal Meeting

On invitation of Miss Margaret Ann Hensleigh, Wendell Phillips High School, Chicago, a number of the delegates who attended the International Congress on Commercial Education in Amsterdam in 1929 and in London in 1932 met for an informal conference on Tuesday evening, December 27. Those present were: Miss Hensleigh; J. O. Malott, Secretary; Lloyd L. Jones, Berea, Ohio; Clay D. Slinker, Director of Commercial Education, Des Moines, Iowa; Miss Imogene Pilcher, Lincoln High School, Cleveland, Ohio; Miss Eleanor Skimin; H. S. Miller, Director of Commercial Education, Wichita, Kansas;

Dr. Gordon F. Cadisch, State College of Washington, Pullman, Washington; and Hubert A. Hagar, General Manager, The Gregg Publishing Company, New York City.

Directors of Commercial Education Meet

On Tuesday, December 27, there was held a very interesting meeting of the National Association of Directors of Commercial Education, organized at Des Moines in 1930. A

few of the directors participating were: Irving R. Garbutt, Cincinnati; Clay D. Slinker, Des Moines; B. J. Knauss, Chicago; J. L. Holtsclaw, Detroit; and John O. Malott, Specialist in Commercial Education, Office of Education, Washington, D. C.; and Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C. As we had no reporter at this meeting, we are unable to list the names of others present.



A New Research Commission on the Education of Business Teachers

THE president of the National Association of Commercial Teacher Training Institutions, Miss Helen Reynolds, also associate professor at Ohio University, has appointed a Research Commission on the Education of Business Teachers.

The purpose of this commission is to provide a national agency for coordinating research work in business-teacher training among the teachers colleges and universities of the country.

The commission is divided into three sub-committees, each of which is studying one of the three major divisions of the research problem as prepared by Professor Frederick G. Nichols, of the Harvard University Graduate School of Education.

The commission will serve purely in an advisory and unofficial relationship with regard to the work of graduate students who may be making studies in business education. It is hoped that this plan of coöperation will result in the encouragement of research work of the highest quality on practical problems.

All communications with regard to the work of the commission should be addressed to the secretary.

The personnel of the commission is as follows:

General Chairman, Paul S. Lomax, New York University, School of Education, New York City

Secretary, Herbert A. Tonne, New York University, Washington Square East, New York, N. Y.

Sub-Committee A, Social-Civic Research Problems in Business Education—J. O. Malott, U. S. Office of Education, Washington, D. C., *Chairman*; A. O. Colvin, State Teachers College, Greeley, Colorado; B. R. Haynes, University of Southern California, Los Angeles, California; W. R. Odell, Teachers College, Columbia University, New York, N. Y.

Sub-Committee B, Vocational Research Problems in Business Education—F. G. Nichols, Harvard University, Cambridge, Massachusetts, *Chairman*; E. W. Barnhart, Federal Board for Vocational Education, Washington, D. C.; Alfred Sorenson, University of California, Berkeley, California; J. W. Studebaker, Ball State Teachers College, Muncie, Indiana.

Sub-Committee C, "Personal Utility" Research Problems in Business Education—Ann Brewington, University of Chicago, Chicago, Illinois, *Chairman*; E. G. Blackstone, University of Iowa, Iowa City, Iowa; Helen Reynolds, Ohio University, Athens, Ohio; C. M. Yoder, State Teachers College, White-water, Wisconsin.

Tri-State Commercial Education Association

(Formerly known as the Western Pennsylvania Commercial Teachers' Association)

Announces its Spring Meeting, opening 8 P.M., Friday, March 31, at Pittsburgh

Saturday morning's program at the Frick Training School includes an opening address by Superintendent Ben G. Graham, of Pittsburgh, and the following speakers at the section meetings: **SHORTHAND AND TYPEWRITING**—R. F. Webb, Indiana State Teachers College; **BOOKKEEPING**—E. H. Fearon, Peabody High School, Pittsburgh; **ELEMENTARY BUSINESS TRAINING**—N. B. Curtis, Westinghouse High School, Pittsburgh; **BUSINESS ENGLISH AND CORRESPONDENCE**—Dr. R. R. Aurner, University of Wisconsin; **COMMERCIAL LAW**—H. C. Sipe, Wheeling West Virginia; **SALESMANSHIP**—Miss Josephine Boyle, Peabody High School, Pittsburgh.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Can We Avoid Mistakes in Skill Learning?

THAT we should never suffer a learner to make an error is an inviolable law in the minds of many teachers. By some mysterious power we must so contrive our "teaching" procedures as to make impossible such a thing, for example, as the student's writing the wrong form in shorthand or hitting the wrong key in typing. By some sort of psychological or pedagogical process, necromancy, hypnotic power, or what not, we are supposed, under this law, to lead the child to respond correctly every time to a given stimulus. As a consequence, errors never have to be corrected—because there are no errors! How does this coincide with the actual learning experience in any subject or activity?

We might just as well be practical about such matters, because very little can be done about it anyway. We know that people stub their toes, fall off horses, bend fenders, burn biscuits, attempt to cross railroad tracks without stopping, looking, and listening, use the wrong word, and otherwise conduct themselves as if they had never heard of this law. All these clearly come under the head of "errors," most of them bringing their own more or less terrible penalties—and yet they go on and on. To assume that the student can be so directed as never to make an error is to start out on the premise that human mental and physical reactions are perfect, of the same pattern, and have not been modified by experience, environmental influences, or endowed tendencies, and that there is no such thing as the necessity for making adaptations—that the human machine always functions correctly. We know this is not a fact. Many of us are creatures of impulse or victims of our emotional natures.

But, to pause a moment, it looks as if we are getting into deep water without benefit of water wings, and perhaps we had better let

this line of thought, if any, rest right here. We haven't much sympathy with the idea, either.

This theme was suggested, however, by a letter received the other day from a typing student, who wrote: "A gentleman speaking to our class said that the business man would not accept typing work containing erasures in it." She said she was discouraged—and you can't blame her. Whoever made this statement undoubtedly was attempting to impress upon students the importance of accuracy, which, of course, is undeniably a worthwhile aim. In his enthusiasm for the subject, he let his imagination get out of hand—or perhaps we should say, out of mind. At any rate, to show the absurdity of it we need only apply a little practical everyday logic. What would happen to the stenographer who every time she made a mistake in typing took the paper out of the machine and started all over again?

It is not hard to imagine. Business men are too practical not to realize that errors in typing are inevitable and have to be corrected. The only restrictions they place upon them is that they must be infrequent and that the corrections be neatly made. They realize also that erasures are costly of time, and the stenographer who is not accurate is not likely to hold a position long.

In the field of teaching, however, we have a different situation. Students must be trained to produce accurate work, and while the penalties for failure to do so sometimes seem severe, they have in general a beneficial effect.

Teachers generally are now leaning toward grading or accepting work that is commercially acceptable. That is to say, it may contain erasures, but only if they are made in such a way as to meet the requirements of business. The term teachers apply to this

standard is "mailable," which, of course, is a misnomer, but from use it is understandable.

One of the factors which make it difficult for teachers to insist on what they are pleased to call "perfect copy" is the lower passing mark in other subjects. The student who knows that his passing grade in one of the general subjects of the course is, say, 70, finds it difficult to understand why a higher mark is expected in the shorthand and typing work. He does not seem to realize that 70 per cent accuracy in either shorthand or typing is practically worthless so far as business is concerned. The student should be informed of this difference in standards.

In the early stages of typing—or shorthand either, for that matter—some allowance must be made for the fact that the students are not experts. To expect expert performance at this stage of learning is not sound teaching and cannot be achieved without losses in other directions that far offset any advantages. A distinction should be made between work that is intended to develop the student's technique and that which is intended for copy, with the emphasis placed on *technique* rather than on "copy." Incorrect method of operation should be carefully checked by the teacher, which can be done only by observation, and remedial practice prescribed — and demonstrated. The copy itself does not reveal technique errors. We think teachers should not bear down too heavily on copy errors made in this kind of practice, unless they are palpably due to carelessness, for it tends to discourage students. The speed of accomplishment also must be taken into consideration. "Perfect" copy may be produced at such a slow rate that it is worthless from a practical point of view. In the Gregg Typing series of texts, besides a definite cycle of learning activities, two kinds of practice are provided in every lesson. One is intended to develop the technique of operation. Copy errors in this kind of practice may be generally disregarded unless so numerous as to make it clear that the student simply considers the work merely something to be disposed of as quickly as possible, without any definite ambition to master the aim of the exercise. The second is accuracy tests, which may be judged on the basis of accuracy alone. This statement is based on the assumption, however, that both student and teacher are doing all possible to improve performance as disclosed in method of operation.

The reason so many teachers are inclined to be overexact about errors in copy and to impose heavy penalties for them is because they lack practical business experience and are not familiar with business standards. The kind of training that will prove the most valuable in the advanced stages of typing is

that which helps the student learn to recognize errors, study the causes for them, and through skill-improvement practice attempt to perfect his technique. The student should be taught to find and correct errors before handing in papers.

"Word Study"

TEACHERS of business English will find "Word Study," issued periodically throughout the school year by G. & C. Merriam Company, Springfield, Massachusetts, the publishers of the Webster dictionary, of unusual interest.

The leaflet contains sprightly comments on various topics of interest to teachers—moot questions of pronunciation, origins of new words and expressions, word games, contests, amusing incidents, and stories involving meanings of words, pertinent book reviews, etc.

The leaflet will be furnished without expense to any English teacher requesting it of the publishers.

Obituary

Lewis E. Rye

WORD has reached us recently of the death of Mr. Lewis E. Rye, headmaster of the Brockton, Massachusetts, High School, and for the past seventeen years a member of the faculty of that school.

Mr. Rye was graduated from Middlebury College, Vermont, in 1908. He received many scholastic honors during his college course, and was elected to Phi Beta Kappa in recognition of his fine scholarship and character.

In addition to his teaching work, Headmaster Rye was interested in the advancement of school sports. He served as athletic coach both in Randolph, Vermont, and in Brockton.

He was past president of the University Club, the Brockton Teachers' Association, and the Plymouth County Teachers' Association. His whole heart was in his work and his influence will be greatly missed.

Rex G. SoRelle

ON Friday, January 27, Rex G. SoRelle, son of Mr. Rupert P. SoRelle, vice president of The Gregg Publishing Company, passed away at the age of 33, in Indianapolis, Indiana, following an attack of pneumonia.

(Continued on page 288)

Briefs of Summer Session Papers

[NOTE: Many excellent papers on various phases of commercial education come out of the summer sessions courses. Space does not permit us to publish more than a sampling of a few of those that we have had the pleasure of reading. The following excerpts are taken from the term papers of students from Mrs. Ethel H. Wood's 1932 summer session class at the University of Washington, and from Miss Eva Jessup's summer session class at the University of Southern California.—Editor]

Building for Accurate Speed

By Kathleen O'Leary

Burlington High School, Burlington, Washington

THE achievement of accurate speed in shorthand and typing must be built from the start and intelligently directed throughout the training of the secretarial student. Let us consider first the building of shorthand to this end. Speed development should begin from the moment it is realized that shorthand is a sound language expressed by given strokes and the student is shown how he may easily write these strokes.

The presentation of penmanship drills followed by the alphabet and the alphabet-vowel combinations, provides the best approach. As soon as this transposition of sounds into written strokes, and the formation of characters is recognized, ease and fluency must be stressed. At first the exactness of character structure is not all-important—it is the "feel" of the writing that counts, for in this "feel" lies future speed. Sluggishness in the beginning or a slow "drawing start" is fatal. Therefore, from the first day's work on the *ik*, *ek*, *eke*, and *I can*, increased rhythm should accompany the continued rewriting of the sound group. And here must be impressed upon the student this one thing—ease and freedom of motion can be secured only through relaxation.

Teachers may find it of value in the first few weeks of shorthand work to confine assignments for outside preparation largely to reading, devoting the class period to testing of reading ability and to writing practice. Timed reading tests will motivate faster reading.

Dictation for theory application is most effective when theory words are incorporated in sentences or letters. Drilling on the new

words in the settings in which they will actually be encountered minimizes the hesitation one might otherwise experience when hearing them, and hence is a speed factor. Unless dictation is given at a faster rate than it can be easily written, speed will never be increased.

Sustained dictation is valuable in that it demands a high grade of concentration and it develops carrying power. During these intervals of forced writing, it is vital that "something be put down for everything," that the hand react to every sound the mind grasps.

The conclusion must not be drawn that the infrequent word can be overlooked; it cannot. Special drill in the form of vocabulary building must be given to it; otherwise it is apt to become a serious pitfall.

One of the dangers of speed-forcing methods is that they tend to result in illegible notes unless emphasis is also given to correct formation. Time and drill must be given to this accomplishment if the speed attained is to be of ultimate value—for no amount of fast writing is worth while if increased legibility is not attained. A definite part of each period should be given to a critical survey of one's notes to offset this tendency. Penmanship drills and character-formation practice should be applied where weaknesses are evident. Direct copying of shorthand plates is advisable as a means of perfecting notes and reproducing those that are readable.

An understanding that fatigue in taking dictation is mental, rather than physical, influences advantageously the teaching procedure.

Motivation in Typewriting

By Alice Alverdes

Myrtle Point Union High School, Myrtle Point, Oregon

AFTER right habits have been set up, they must be motivated. Dr. William F. Book in "Learning to Typewrite" states that a student's response depends upon his inner de-

sires and purposes. If the student feels that a direct gain can be made, that he can actually acquire a definite skill, his response will be very different than if he sees no possible

ultimate achievement. In order to motivate properly this student response, the teacher must know the correct psychological order of habit formation and must guide her students toward mastering these beneficial habits quickly and easily. She must be ready with new and successful methods of motivating in order to improve such habits when progress seems at a standstill. To quote Dr. Book:

"We find certain desires, interests, or motives serving as inner tendencies towards certain end results. Such motives are aroused by a definite stimulus or purpose and persist for a time because the desired result cannot be attained. The determination to beat the world's record for accuracy and speed in typewriting will so motivate all that a learner of typewriting does for many years that it will, if it is sufficiently strong and if the subject has the necessary native capacity and endowments, make him find the means to achieve the result."

It is true that the teacher has no direct control over these forces, but certainly by her attitude in the classroom she may influence the students—whether their reaction is positive or negative depends upon her.

Creating Interest in Typing

It has been suggested that typewriting is one of the most easily motivated subjects in the high school curriculum, and rightly so. There is a fascination in learning to type-write, for there is a tangible gain made each day. The student can see his own progress as from day to day his writing ability is increased and new features are introduced. One might say that up to this stage typewriting is self-motivating. However, once the novelty has worn off and the student realizes he has a long grind ahead, it will take all the ingenuity of a progressive teacher to ward off discouragement. Here is a specific problem in motivation; artificial incentives must be set up to create interest.

Record sheets are used almost universally by teachers, and they are especially effective in this problem of motivation. Records of the individual's progress—particularly of his progress as compared to fellow members in the class—are always of interest to him. Charting of competitive records between classes working under similar circumstances also adds interest and zest to the subject. Graphing of speed tests that the students can actually see how their gross and net rates and their errors compare with the results of others arouses a desire to improve.

I have used many types of competitive work within classes and between classes, and have felt well repaid for my efforts in each in-

stance by the enthusiasm of the class and their eagerness to forge ahead of their competitors. After all, what better attitude could be attained in this day of keen competition in every field of life? Among these special devices that are used for motivation are a number that I believe deserve special mention.

In beginning typing, competition among my different sections has been most keen. After students have written timed matter for a month, eight weeks of speed tests are scheduled, to be taken on regular days each week. Class records are kept of these tests in graph form on a speed and accuracy basis, and are posted in a conspicuous place on the bulletin board. A goal is set for speed attainment, and the class averaging the least number of errors over the eight-week period, and coming nearest to the goal in speed, wins the contest. The losing sections are hosts to the winners at a skating party, providing both transportation and refreshments.

On warming-up exercises, rhythm drills of all kinds, and the one-, two-, and three-minute writes, we frequently have competition within the class. Two leaders are chosen (different ones each time) to select sides as in a spelling contest. For the warming-up exercises and the rhythm drills, the two groups compete for the greater number of accurate copies. On the tests, they work alternately for the lesser number of average errors, or for the highest net rate.

The relay race idea can also be used, in which the class may be divided into several teams. The object is for each member of a team to write correctly one line of the copy provided, take the paper out of the machine, and pass it to the next team member, who repeats the process with the following line, being careful to insert the paper correctly. If a mistake is made, the line must be finished and repeated until the student has typed it accurately once. The team first completing the circuit wins. Both speed and accuracy are stressed here, as the line must be accurate, but the team finishing first wins.

Let's Look to Our Methods

That motivation is and should be a big factor in the teaching of typing is evinced by the time and thought given it by teachers who are not satisfied to use worn-out methods year after year. We must bear in mind that a lack of interest and mediocre work challenge us, as teachers. We must look to our methods rather than assume a lack of native ability on the part of our students. Mr. Harold H. Smith has neatly summed up its value in one of his articles on "Teaching of Typewriting":

"Teachers know the abstract principle that

there can be no learning without interest; and practically, they know that learning is generally proportionate to interest; but they have an amazing way of disregarding interest and relying mainly upon the observance of the "formal steps" or other dry-as-dust method-

ology, lesson plans, slogans, and devices. Let us renew our acquaintance with this *sine qua non* of teaching and learning and remember that we shall be successful only as we can arouse the enthusiasm of our students in their learning problems."

Teaching the ABC's of Business Through the Shorthand Class

By Pauline McElvain

Franklin High School, Portland, Oregon

THE title of this paper was suggested by the inspiring address delivered at the Luncheon Session of the Department of Business Education at the 1931 meeting of the National Education Association, held at Los Angeles, California. The speaker was Bruce A. Findlay, Department of Public Relations, Los Angeles Chamber of Commerce. His topic was "How the Schools Can Help Business." A complete copy of the address will be found in the 1931 Yearbook of the association.

Among other practical things said by Mr. Findlay was the statement that, no matter what might be the subject which was being taught, the ABC's of Business could be developed.

What are the ABC's as set forth by Mr. Findlay? The first two he calls the qualities; the last, the constant of business. They are **Ability . . . Backbone . . . Change.**

Ability—what a score of ideas are contained in this **A** of business! We could stop here and say that the **Ability** might be the whole of business—the **All**. We shall list as our abilities—

1. Complete and thorough mastery of the principles of the subject studied, and an ability of execution equal to the minimum requirements for the class.

2. The following habits, which, if not already established, must be gained in the classroom: (a) neatness of personal attire and of shorthand notes and transcriptions; (b) accuracy in both shorthand and typing and in the fundamentals of English; (c) the habit of completing a job in the allotted time.

The question arises in the mind of the already burdened teacher, How can we crowd more into a full program? The answer is, Do not attempt more, but change the technique of presentation, and make it better.

The first step is to have in the shorthand class an able teacher. It has been well stated that "he who would teach others must himself first be taught."

The **Ability** of the teacher must include the ability to write neat, accurate, legible notes at a rapid rate.

Not only is an unquestioned knowledge of the techniques and their skillful performance necessary, but the trainer should know those fundamentals of English which every office worker needs.

The second quality, **Backbone**, comes from those other requirements demanded by Mr. Businessman—promptness, readiness, cooperation, tact, judgment, initiative, neatness, accuracy, alertness, and many others, all of which make up what is commonly termed *Personality*.

The third of the ABC's, the **Change** of business, will be kept before the mind of the pupil by the able teacher. She will be alert to the ever-changing business conditions, and will see that her program of content and presentation of subject matter keeps pace with the fluctuations of business. Her knowledge will be passed on to her class. She will gain this information through conferences with business men, her own actual experience in offices, or conferences with secretaries employed in progressive business houses, attendance at summer schools, social contacts, and travel.

The following description by Myron T. Scudder, in the *New York Sun*, sums up so beautifully the efficient product for which we strive that I quote it here:

THE EFFICIENT SECRETARY

Where can we find an efficient secretary, for her price is above rubies.
The heart of her employer doth safely trust in her.
She arriveth fifteen minutes ahead of time,
For she shall do him good and not evil all the days of her life.
She getteth the office ready and all the work laid out.
She looketh well to the ways of the office.
With ease and grace she fileth papers.
Accuracy is in her eye, and quickly she bringeth forth hidden treasures.
On the typewriter she layeth her hands to the keys.
Yea, she striketh them at 80 words per minute.
Her fingers are those of a ready shorthand writer.
One hundred fifty words a minute puzzle her not,
nor cause her confusion.
To the mastery of assemblies she is eyes, ears, memory, encyclopedia, and information bureau.
She keepeth note of his engagements and telleth him when to go.
Accordingly she suffereth no one to eat the bread of idleness.
She manageth the office boy with tact, and lo! he becometh industrious.

Quiet maintaineth she; and gossip there is none;
 For she remembereth that the hours are sacred to
 business not to "visiting."
 The clock she watcheth not.
 Cheerfully she worketh overtime.
 She keepeth tally of the stock,
 And behold the supplies never run out.
 Neat and orderly are the shelves and well labeled.
 Her mouth she openeth with wisdom, and in her
 tongue is the law of kindness.
 Yet glassy is her eye to intruders, and agents flee
 in terror before her.
 Sweet is her voice at the 'phone.

Her countenance is cheerful to visitors, and her
 manner cordial.
 Yet wise as a serpent is she and right clever must
 he be who gets past to the master of assemblies.
 She tattleteth not; private matters are safe in her
 keeping.
 When curious eyes are thrust forward, her silence
 is like the Silence of the Sphinx.
 The office force rise up and call her blessed.
 "Many secretaries do well," says he,
 "But thou excellest them all."
 She receiveth a good salary.
 And a bonus at Christmas.

AND HER OWN WORKS PRAISE HER.

Incentives for the Beginning Typist

By Eleanor Brady

Kemmerer High School, Kemmerer, Wyoming

[NOTE: Many typewriting teachers are using a composite grading or ranking plan based on the relation between the volume of work done, the speed, and the results reflected in the number of errors made. Volume is important as a basic standard, and the student falling below standard should be penalized heavily.

The tendency to hurry at the expense of accuracy must be checked. The student must not be allowed to use an increase in speed as an alibi for an increase in errors.--Editor]

THE first few days of beginning typewriting offer the first-year student a chance to make use of his exploratory instincts. The typewriter is in most cases a new and fascinating machine, and the student is eager to learn all about it. After the first few weeks, however, he has become accustomed to what at first was a new though useful toy, and after parts of the machine and most of the keyboard have been learned some students are inclined to lose interest so that just the work necessary to "getting by" is done, with no real interest in achievement. At this time something must be done to keep up the first high interest so that the students continue to try to do the very best work possible.

At the close of the first six weeks' period this year I made use of a plan which so far has proved to be an excellent incentive for the continuation of good work on the part of some students and for the improvement of work on the part of others.

It is based on the idea that students want to know how good or bad they are in relation to the rest of the class, and that they want to know on the basis of what has actually been done by each one and by the class as a whole. With a few variations the plan may be used throughout the year.

In this plan the idea was used that "perfect copies" should not be made a bugbear during the first month, although accuracy was stressed from the very beginning. Lessons were assigned with a suggestion as to the minimum amount of work which should be done, but no definite amount was demanded. The students were asked to hand in as many lines of a given assignment as they could, but with as few errors as possible. The

important part played by accuracy had been discussed thoroughly in class, and each student was thus aware of its importance. Lines were all of the same length on each student's papers, as margins were assigned for each lesson.

In addition to daily lessons, accuracy tests consistent with the material which had been and was being covered were given. These tests were tests for accuracy, with no mention being made of speed.

After about the first week of school, the plan was announced to the class; namely, that a record would be kept of (1) the total number of lines handed in for daily work during the six weeks, (2) the total number of errors on the daily assignments, and (3) the number of errors made in the accuracy tests.

All papers were returned daily so that the student could keep a check on his work along with that kept by the teacher.

Then at the end of the first six weeks' period, results were compiled and two charts were made and placed on the bulletin board, showing each student exactly what he had done, and where his work ranked in relation to that of the rest of the class, both in quantity and quality. Each student was given a number known only to him and the teacher, and on these charts he could see what he and the other members of the class had done, without the embarrassment of reading names.

A sample of the charts is shown opposite.

From the first chart we see that No. 24 is the first in the class as far as quantity is concerned, fourth in the class for the fewest errors on daily work, but his accuracy is low, as he ranks below the first ten of the

class. No. 20, we see, is second as far as both quantity and quality are concerned, the only one in a class of twenty-nine who had the same rank in all three phases.

In the second chart, No. 1 sees how many lines he handed in, how many errors he had in his daily work, and the average number of errors on his accuracy tests. The best use of these charts may be seen in an actual happening. One girl looked at them, and in the tones used when an idea has just dawned said, "Now I know why I got a D! No wonder!"

This plan contains no startlingly new features, but is a combination of records of what has actually been done. The plan for determining the student's rank in the class is

absolutely objective, uncolored by personal likes or dislikes, prejudices, or subjective feeling of any sort. Each student has a check on his own work, and he knows that the charts are absolute evidence of what has been done by each one. The figures are unquestioned.

Now at the beginning of the new six weeks' term those students who were low in accuracy are actually showing improvement, because they can see from the facts presented that they have made too many errors. Those who seemed to be afraid that they would hand in too much work are doing more of it. The students seem genuinely interested in making a better record for this term than they made for the last.

CHART I

LINES HANDED IN		ERRORS IN DAILY WORK		ERRORS IN ACCURACY TESTS	
Rank in Class	No.	Rank in Class	No.	Rank in Class	No.
First	24	First	12	First	6
Second	20	Second	20	Second	20
Third	6	Third	14	Third	15
Fourth	14	Fourth	24-16-4	Fourth	9-16
Fifth	26	Fifth	28-23	Fifth	7
Sixth	21	Sixth	6	Sixth	2-28-13
Seventh	16	Seventh	25	Seventh	27-12
Eighth	1	Eighth	10	Eighth	1
Ninth	27	Ninth	11	Ninth	18
Tenth	23	Tenth	8	Tenth	29-14-8

CHART II

STUDENT NUMBER	LINES HANDED IN	ERRORS IN DAILY WORK	AVERAGE NO. OF ERRORS ON ACCURACY TESTS
1	520	31	2.2
2	182	34	5.8
3	309	40	3.3
4	273	8	3.6
5	311	33	4.7
6	726	11	.8
7	382	32	1.8
8	303	17	2.5
9	434	28	1.4
10	416	14	4.0

Harold Smith's Comments

HAROLD H. SMITH, one of the co-authors of the new Gregg Typing Series of texts, after reading the foregoing article, made the following interesting comments:

"This is an excellent plan and fits in almost perfectly with the Progress Record Sheet prepared for Gregg Typing. If the last column of that sheet were changed in the early lessons from 'correct exercises' to 'errors in accuracy drills' the teacher would have a ready-made means of recording the data that

Miss Brady uses, and the student could make the entries as a part of his daily lesson. From these Progress Sheets the teacher could draw up the charts.

"I would make the point that group drills or individual drills on new learning, or special improvement drills, should not be regarded as a part of the daily work to be recorded. I would also suggest that the difficultness or the length of the accuracy drill or test be increased gradually."

Further Details About the International Commercial Schools Contest

The Place: Century of Progress Exposition, Chicago

The Date: June 27 and 28

AS was announced in last month's issue, a unique program of events is scheduled for the International Commercial Schools Contest to be held on the grounds of the Century of Progress Exposition in Chicago, June 27 and 28.

William C. Maxwell, state manager of the Illinois Commercial Schools Contests, sponsored by the Illinois State Commercial Teachers' Association, together with an Advisory Board composed of prominent commercial educators in the United States, Canada, and Europe, has undertaken, with the coöperation of the World's Fair authorities, to depict, through contest activities, the high spots and newer developments in commercial education in the schools today.

Mrs. Marion F. Tedens, director of type-writing instruction in the Chicago public schools, is secretary of the Contest.

General Eligibility Rules

1. Contestants must have been in regular attendance in the school they represent since February 1, 1933.
2. Contestants who have had professional experience are not eligible.
3. Professional coaching is prohibited.

The Complete Program of Events

JUNIOR AND SENIOR HIGH SCHOOLS—PUBLIC AND PAROCHIAL DIVISION

Class I—Novice—First Year

Eligibility: Students who have had no instruction in these subjects prior to August 1, 1932.

Events

- 1 Shorthand: (70-word rate) 280 words dictation, typewritten transcription
- 2 Typewriting: Tabulation, 5 min.; letter writing, 5 min.; from set manuscript; envelope addressing, 5 min.; straight copy, 15 min.
- 3 Bookkeeping: Principles of bookkeeping through partnership
- 4 Machine Calculation: Addition, subtraction, multiplication; multiplication of decimals and fractions; discount and division
- 5 Dictating Machine Transcription: Dictation, 100-word rate; foot control, permanent records
- 6 Duplicating Machine: Stencil cutting; mimeographing; personalizing
- 7 Bookkeeping Machine: General ledger, accounts receivable, accounts payable, inventory, billing, statement

Class II—Second Year

Eligibility: Students who have had no instruction in these subjects prior to August 1, 1931.

Events

- 8 Shorthand: (100-word rate) 300 words dictation, typewritten transcription
- 9 Typewriting: Tabulation, 5 min.; letter writing, with carbon copy, 5 min.; from set solid manuscript; envelope addressing, 5 min.; straight copy, 15 min.
- 10 Bookkeeping: Principles of bookkeeping through corporations

Class III—Open Event

Eligibility: Bona fide students, regardless of instruction hours.

Events

- 11 Shorthand: (120-word rate) 360 words dictation, typewritten transcription
- 12 Typewriting: Tabulation, 5 min.; letter writing, with carbon copy, 5 min.; from set solid manuscript; envelope addressing, 5 min.; straight copy, 15 min.
- 13 Bookkeeping: Any problems with relation to accountancy

PRIVATE SCHOOLS DIVISION

Class IV—Novice—First Year

Eligibility: Students with no instruction in these subjects prior to August 1, 1932.

Events

- 14 Shorthand: (100-word rate) 350 words dictation, typewritten transcription
- 15 Typewriting: Tabulation, 5 min.; letter writing, with carbon copy, 5 min.; from set solid manuscript; envelope addressing, 5 min.; straight copy, 15 min.
- 16 Bookkeeping: Principles of bookkeeping through partnership
- 17 Machine Calculation: Addition, subtraction, multiplication; multiplication of decimals and fractions; discount and division
- 18 Dictating Machine Transcription: Dictation, 100-word rate; foot control, permanent records
- 19 Duplicating Machine: Stencil cutting, mimeographing, personalizing
- 20 Bookkeeping Machine: General ledger, accounts receivable, accounts payable, inventory, billing, statement

Class V—Second Year

Eligibility: Students who have received credit for not more than one year's work in high school in these subjects, prior to August 1, 1931.

Events

- 21 Shorthand: (140-word rate) 420 words dictation, typewritten transcription
- 22 Typewriting: Tabulation, 5 min.; letter writing, with carbon copy, 5 min.; from set solid manuscript; envelope addressing, 5 min.; straight copy, 15 min.
- 23 Bookkeeping: Principles of bookkeeping, through corporations

(Continued on page 311)

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

DR. EARL W. ATKINSON, head of the Department of Business Education at the Arizona State Teachers College, Flagstaff, Arizona, has just received the signal honor of being elected president of the Flagstaff Chamber of Commerce.

Dr. Atkinson will bring to that organization not only a progressive educator's thorough knowledge of business subjects, but also the results of his active experience and association with chambers of commerce in Pittsburgh, Pennsylvania, and various other eastern cities.

Those who know Dr. Atkinson's indefatigable energy will feel sure that the newly selected motto of the Flagstaff Chamber of Commerce—"Let's go! What are you waiting for?"—will have every chance of being lived up to.

AT the beginning of the present semester William C. Forney was appointed a member of the faculty of State Teachers College, Bloomsburg, Pennsylvania. This well-earned promotion is a recognition of his outstanding success as head of the commercial department in the high school of Easton.

Mr. Forney has a Master's Degree from New York University and will offer methods courses in commercial subjects.

IT is most refreshing in these days of retraction and contraction to hear of any institution's expanding.

P. J. Harman, director of Strayer College, Washington, D. C., writes that this institution, on the eve of its thirtieth anniversary, is moving from its present location to larger quarters in the Homer Building, Thirteenth



Dr. Earl W. Atkinson

and F Streets, N. W., where the college is to occupy the south half of the third and fourth floors and will have over 20,000 square feet of floor space in which to expand.

Edmond S. Donoho, president of the college, tells us that new classrooms have been constructed to conform to scientific ventilating and lighting principles, and that an auditorium with a seating capacity of 500 will be available for student assemblies.

The new home will permit both the graduate and undergraduate schools of Strayer College of Accountancy to be housed with the other departments and will offer educational facilities equal to the best offered by professional colleges throughout the country.

THE Fifth Annual Meeting of the Ohio Commercial Teachers' Association will be held at Columbus, Ohio, on Saturday, April 8. The principal address will be given by Dr. W. W. Charters, of Ohio State University. The past-presidents of the association will each lead the discussion of a question of vital interest to all commercial teachers of the state.

Applications for membership in the association should be sent to the secretary, Mr. Arden L. Allyn, 131 East State Street, Columbus, Ohio.

THE 1933 Summer School Directory will appear in next month's issue. The directory will contain, as in past years, a list of all content and methods courses in commercial subjects offered during the summer months by recognized institutions of collegiate

rank. The summer schools will be listed alphabetically by states.

Each summer sees an enriched professional menu for teachers of commercial subjects. This summer's offerings promise to be exceptionally attractive.

THE Tenth Annual Ohio Commercial Contests in bookkeeping, stenography, and typewriting will be conducted at Bowling Green State College, Bowling Green, Ohio, on May 13. The Sectional Contests are to be

held on April 22. There are two kinds of contests: individual and mass. The individual contests are between selected representatives from the various schools, and are conducted at some selected point. The mass contests are conducted by the teachers in their own classrooms, and include all pupils in the classes.

Any teacher desirous of receiving copies of the rules governing these contests may secure them by writing to Professor E. G. Knepper, State College, Bowling Green, Ohio.



Research Summaries to be a Feature of the Coming Iowa Research Conference

THIS year Dr. E. G. Blackstone has enriched the program of the Iowa Research Conference by the inclusion of research summaries in the leading commercial subjects. In addition to the discussion of recent important studies in the commercial education field, the following summaries will be given:

SUMMARY OF RESEARCH IN SECONDARY SCHOOL ECONOMICS, by *Harold G. Shields*, Assistant Dean, School of Business, University of Chicago; SUMMARY OF RESEARCH IN BOOKKEEPING, by *E. G. Blackstone*, Director, Commercial Teacher Training, University of Iowa; SUMMARY OF RESEARCH ON SHORTHAND TRANSCRIPTION, by *Marie Lauritzen*, Graduate Student, University of Iowa; SUMMARY OF INVESTIGATIONS ON THE RELATION OF INTELLIGENCE TO SUCCESS IN COMMERCIAL

EDUCATION, by *F. M. Sandy*, Graduate Student, University of Iowa; SUMMARY OF RESEARCH IN JUNIOR BUSINESS TRAINING, by *Lloyd L. Jones*, The Gregg Publishing Company, Chicago; SUMMARY OF RESEARCH INVESTIGATIONS IN BUSINESS ENGLISH, by *R. R. Aurner*, Professor of Business Administration, University of Wisconsin, Madison.

It is expected that many superintendents and principals will be present at the conference, as the growing importance of commercial education and its problems has brought home to school administrators the necessity of keeping in close personal touch with developments in this field.

The date of the conference is March 10 and 11; the place, University of Iowa, Iowa City. There are no membership fees.



Gregg Association to Celebrate This Month

SATURDAY, March 18, has been set aside by the New York City Gregg Shorthand Teachers' Association for its spring meeting at the Hotel Pennsylvania. Luncheon will be served at one o'clock sharp; meeting at two o'clock. Owing to the character of the meeting, the president of the association, Mr. C. O. Thompson, extends a most hearty invitation to all interested in commercial education to attend.

After an address by a leading educator in the field of secondary education, the meeting will take on a rather "celebrative" mood, for twenty-five years ago this year the New York office of the Gregg Publishing Company was

opened under the personal direction of the author of the system.

There will be on display historical data pertaining to Gregg Shorthand, its textbooks, records, and growth, also some "quaint" advertising that enthusiasts have given it. There will be a wealth of valuable information for the seeker after the historic in shorthand development. Dr. Gregg has consented to tell us something of the past of his system and what he envisions for the future.

Reservations for the luncheon, accompanied with \$1.00, should be sent to the secretary, Mr. A. A. Bowle, 270 Madison Avenue, New York, N. Y., not later than March 15.

Echoes from the
**International Congress on Commercial
 Education, at London, England**

(Continued from the February issue)

Excerpts from Fifth Plenary Sessions Topic

THE TEACHING OF FOREIGN LANGUAGES—SCOPE, METHOD, AND IMPORTANCE

DR. A. DE FROE (Nicolaas Maestraat 82, Amsterdam, Z. Holland)—A problem of the first order when considering the teaching of languages is: Shall the commercial stratum of such languages also be taught?

Before proceeding, it may be well to premise that, if taught at all, the commercial stratum can be taught only in the higher forms, after a sound general foundation has been laid; and it is likewise conceded beforehand that the advanced study of languages should cover their literatures. The future business man is a man like all others, and his culture should not be one-sided.

But this, certainly, can be no reason why commercial language should be cut out. The future business man requires a first-hand knowledge of it. It is to be one of his principal tools, which he must know how to handle; one of his weapons, which he must learn to wield.

The special difficulty with commercial language is that it is practically inexhaustible. Now, if we misunderstand the nature of technical language, and make a complete mastery of it our highest ambition, we soon come to the conclusion that this is a hopeless undertaking. If, on the contrary, we tackle the subject intelligently, we find that we not only reach creditable results, but that, moreover, the subject offers special opportunities which make its study a prepotent factor in a liberal education. It can teach the students to discriminate; to distinguish various levels; to differentiate between what is valuable and what may be discarded.

It is unnecessary to say that in teaching commercial language we should pay adequate attention to grammar and idiom. We cannot complain that this is neglected. But there are some other things that also need to be emphasized.

To begin with, we should teach our pupils to discriminate the different "aspects" of lan-

guage. Language may be a means of formulating and communicating thought. This may be called the *thought aspect*, or the *fac-tual aspect*, of language. It is this aspect which has pretty nearly appropriated for itself all the attention in teaching languages. The other aspects should come in for their share.

In the first place, there is the *emotive aspect*, which may be detected in overstatement or understatement, or in aggressive, sanguine, pessimistic, or sentimental colorings. The pupils should learn to detect this aspect, and to realize how it can give them a better understanding of a letter—sometimes the only right understanding.

Then there is the *stimulative aspect*, the technique of influencing the reader, of making him think or act as the writer desires him to do. The terms, phrases, and linguistic artifices used for this purpose are without number. What, for instance, is a "low" price? It may be five shillings, or five pence, just as well as five dollars or five pounds. The word in itself conveys no definite information; it is merely a stimulant. There are thousands of them. The pupils should learn to detect them, and to appraise them at their right value.

Another feature, of quite a different nature, which our pupils should learn to recognize, is the imperfection and treachery of language; its snares and pitfalls, its shortcomings and impishness. They should be put on their guard against it, for it may trip them up when they least expect it. Terms such as "no doubt,"

"without doubt," seem perfectly clear. They are apparently meant to *exclude* doubt. What they do in reality, however, is that they *introduce an element of doubt* where without them there was none.

With respect to teaching languages, commercial correspondence offers one decided advantage. The largest linguistic unit grammar takes cognizance of is the sentence. Beyond this syntax does not go; and consequently the larger units (the segments, which

Back numbers are still available containing the previous installments of these digests, which started in the November issue. The report will be concluded in the next number.

—Editor

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often but not always are identical with *paragraphs*) and the final unit, the language-situation (comparable with what in logic is called the *universe* of discourse), seldom, if ever, come in for their share. The commercial letter, on account of its shortness, offers a unique opportunity for this kind of language-study, as I have demonstrated in my paper on this subject. It is an advantage which this discipline has over many others. And this advantage becomes still more stressed when letters are studied in series, and we thus get an opportunity of observing and analyzing the various interrelated language reactions between the different correspondents, showing, for instance, the various ways in which overstatement may be reacted to. What other subject offers such unique opportunities for really intelligent linguistic studies?

For teaching purposes we require exercises in reading and writing. There are no finer or more adequate exercises to be imagined than those offered by commercial correspondence.

SIR EDWARD DENISON ROSS
(*School of Oriental Studies, London, 229, St. James's Court, Buckingham Gate, London, S. W. 1*)—There is no excuse for mispronouncing a language if one has never learned to pronounce it wrong. Where native teachers are not accessible, full use should be made of the gramophone, for it is fatal to learn a language from someone who does not pronounce it correctly.

There is yet another point in connection with the study of languages for a practical purpose, namely, the importance of learning, simultaneously with the language, the elements of the religion and culture of the people by whom that language is spoken. For those engaged in commerce some knowledge of the religion, the superstitions, and the folklore of the people is invaluable.

Experience has shown that, in order to enter into friendly relations with the foreigner, in order to get on the right side of him, as it were, nothing is more helpful than the display of some acquaintance with his past and present history—political, literary, and religious. Especially in Oriental countries, a felicitous quotation from the poets will unlock more doors than business alacrity.

DR. FR. KRUPICKA (*Academie de Commerce, Praha II, Czechoslovakia*)—While there is no doubt that the indirect method conveys a deeper understanding of, and a more thorough intimacy with, a language, it certainly requires more time, while the direct method seemingly attains the primary goal, that is, the ability of giving expression to one's own thoughts in the new language

more readily and easily. For beginners and for those aiming at acquiring a superficial knowledge of the language, there is much to be said in favor of this method. But, be that as it may, it is certainly limited to very small classes.

MR. P. G. WILSON, M.SC. (*City of London College, Ropemaker Street, London, E. C. 2, England*)—Language learning is essentially an effective, not an intellectual, process; acquiring a skill rather than comprehending a logical system of signs.

The correct form is obtained by constantly hearing it spoken, by constantly practicing it, and, to some extent, by constant correction. The conscious intelligence takes little or no part in the acquisition of this linguistic skill; indeed, as soon as the intelligence begins timidly to take part in the process, it will create errors.

Unless the student in modern languages is willing and able to carry on at home, he will not succeed in mastering the foreign language. But this work at home must not consist solely of writing and reading, since the basis of all language is the spoken word and the adult especially must get practice in hearing and pronouncing the spoken language. Fortunately, the gramophone and the radio are at hand to help the student to keep the living spoken word before him.

As soon as the bare essentials of expression have been covered, and indeed before they have all been presented, the student must be provided with texts for study. These texts must be written in language that is well within his grasp grammatically—though new forms may be introduced if they are explained by the context—and built up of a vocabulary of high-frequency words; they must treat of matters of everyday importance, the subject matter must also be attractive to the adult and it must be presented in an interesting manner.

The student should be encouraged to tackle these texts for himself right from the beginning of his course, so that he acquires the skill of rapid reading and feels that he is making progress. In the classroom there is little time for extensive reading of this sort, and it should be relegated to the student's home or to the bus, train, or tram in which he travels to and from business. It is the teacher's task to show him how to get the greatest value from his texts by his own efforts.

The ideal method would be to give the students a gramophone record of the text so that, when they come back for their next lesson, they would not only be word-perfect, but intonation-perfect as well. It is possible, if some such method as this is carried out con-

sistently, to build up an extensive vocabulary, all of it active and ready for use, and a wide range of idiom and grammar thoroughly

drilled into the student's mind, and thus to lay the foundations for a scholarly knowledge of the foreign language.

Excerpts from Fifth Group Sessions Topic

COMMERCIAL TEACHERS—THE SUPPLY AND TRAINING OF COMMERCIAL TEACHERS, METHODS OF KEEPING TEACHERS IN CONTACT WITH COMMERCIAL PRACTICE

J. W. RAMSBOTTOM, M.A., M.COM. (*City of London College, Rope-maker Street, London, E. C. 2, England*)—Can we not sometimes bring the business man into the ranks of the teachers? This plan deserves careful, dispassionate consideration, and must not be dismissed as impracticable or as undesirable because of fancied repercussions upon the teaching profession. In these days of widely diffused university education, there are, in business, many young men who have had really useful business experience, but who, for temperamental or other reasons, would be glad to change into the teaching profession, given an opportunity and some recognition of their business experience in their commencing salary.

It may be of interest to state here that the English scale of salaries for teachers in state-aided institutions permits one year's increment of salary to be given for each year of approved business experience after the age of twenty-one up to a maximum of seven years. It must be remembered that business men are rather more mature than is the ordinary teacher at the beginning of his teaching experience, and, further, that they come into an atmosphere of teaching in which they may quickly absorb ideas of technique. My own experience with such men has been that I have not found one who was not moderately competent, and I have secured some of my best teachers in this way.

Having got such a man on one's staff, the difficulty of maintaining contact with the business world and of keeping his knowledge up-to-date is much less for him than for the ordinary teacher. The ex-business man, if he is intelligent, knows, when he leaves the business world, not only something of its present practice, but of the directions in which experiments are being made which may determine the standard practice in a few years' time. Moreover, he probably retains his friendship with a number of his old associates, who, from time to time, tell him of developments, so that he is kept in touch with changes in the business world. Perhaps more important even than the actual *knowledge* he possesses is his experience of the outlook and of the mental atmosphere of the business world. This prevents him from becoming too aca-

demic or formal in his own teaching, and, almost unconsciously, acts as a corrective on the outlook of some, at any rate, of his colleagues.

DIREKTOR LEOPOLD ZEIDLER (*Elbestrasse 36, Aussig a. Elbe, Czechoslovakia*)—The instructor of commercial subjects must remain in constant contact with commercial practice even after he has entered the teaching profession, and should therefore have the opportunity of making every use in commercial practice of his material knowledge and of thereby increasing it.

Every effort made by instructors of commercial subjects by their attendance at courses, by traveling for the purpose of study at home or abroad, or by volunteer work in commercial or other enterprises to acquire an insight into economic life should be encouraged as far as possible by the school authorities by granting paid leave of absence and making appropriate financial allowances and, morally, by recommendations.

KNUT J. RAMSTADT (*Orebro, Sweden*)—There are commercial teachers who have in due course passed their examinations and gone through all the degrees, who are prominent pedagogues, who are most carefully following the new literature on the topic in question, but who are rather ignorant of the goings-on of the real commercial life. It must not be so. Business matters cannot be studied in the same way as, for instance, the common history; we cannot look upon commercial life mainly from an historical point of view. The ideal would perhaps be if a man was at the same time the man of the school and the man of practice.

DR. J. BURRI (*Pelikanstrasse 18, Zürich, Switzerland*)—The training of commercial teachers is carried on at the High School of Commerce in St. Gall, as well as at the majority of the universities. The graduation certificate of a secondary school is required for entrance, and 4 to 6 semesters (2 to 3 years) of university study, which mainly consists of Business Administration, Mathematics, and Economics, together with training in the teaching of commercial subjects and a

further period of at least one year in business. Greater attention should be paid during the training and on the appointment of teachers to the psychical and human factors. Other things being equal, a commercial teacher who has himself been educated at a commercial school should be preferred.

The opportunity of becoming acquainted with modern methods of work should be possible. There are too few commercial teachers acquainted with modern office appliances and machines. The wide-awake teacher finds, of his own accord, ways and means of keeping in continual contact with practical business.

Within reasonable limits business activity while teaching is to be encouraged. The commercial teacher should be interested in psychological questions concerning adolescence and vocational guidance.

MRS. FRANCES DOUB NORTH (*Johns Hopkins University, Baltimore, Maryland, U. S. A.*)—The teacher-training institution in the United States had its beginning in 1839 at Lexington, Massachusetts. With Horace Mann's enthusiastic support, this institution builded strongly and wisely, and Henry Barnard with his Teachers' Institute (the beginnings of our summer schools for teachers) added not a little. These institutions were limited to the elementary school, which was then the only publicly maintained means for education. Professional training for high school teachers began in 1890, and since then has been spreading rapidly.

The state universities were the first to introduce organized and complete programs in business subject matter and professional curriculums to meet the public needs for highly and efficiently trained commercial teachers. This gave commercial teachers their first opportunity to meet the requirements the several states had gradually demanded of all fully qualified high school teachers. Later other collegiate institutions added commercial curriculums in answer to the demand of the commercial teachers in their communities.

In order to bring the teaching profession to the highest standard, these are some of the training requirements:

1. That each prospective teacher must have had a certain number of observations and must have taught a prescribed number of weeks.
2. In most states the teacher must have had two hundred hours of professional or educational courses, in addition to the courses in subject matter.
3. Business experience is stressed as highly desirable; some school organizations even demand varying periods of actual business experience. This is required in addition to the training which must be undergone by all high school teachers. The demands for this business experience range from a few weeks to a year.
4. As an incentive to professional advancement and

to prevent any chance of the teachers' becoming stale, self-satisfied, or out-moded, a teacher must, in some states, attend summer school once every three or four years and must make satisfactory progress in the courses she pursues in order to have her teaching certificates validated or renewed. Other systems demand a certificate indicating the satisfactory completion of prescribed courses for salary increases, as well as for promotion to better positions.

5. Still other school systems require stated visits to commercial establishments and written reports of observations made are placed on file in the school-board offices.

DR. HERMANN SÜDHOFF (*Ministerium für Handel und Gewerbe, Berlin, Berlin - Wilmersdorf, Prinzregentenstrasse, 88, Germany*)—The teacher should maintain the closest contact with commercial practice during his professional activity. This can best be done if, regularly for six months in every three to five years, he is relieved of his school work and engages actively in some commercial business. Suitable arrangements should be made between the school authorities and the heads of firms.

The training of capable instructors in shorthand, typewriting, etc., is, in view of the modern developments in our business offices, of especial importance.

In the training of teachers of salesmanship, the university and business should work hand in hand. The university can give the teacher only the theoretical training. Initiation into the technique and the art of salesmanship is essentially a matter of practice in business.

M. A. LOMONT (*Directeur Général des Ateliers-Ecoles, 2, Place de la Bourse, Paris 2e, France*)—About twelve years ago the Paris School of Selling was organized. It was difficult to find a teaching staff to fit so new a type of school. Faced with the difficulty of finding a teacher at once a pedagogue and a salesman, the problem was solved by employing teachers for the theoretical part of the course and salespeople for the practical selling instruction—pedagogues for the pedagogy and technicians for the technique. Both groups of teachers were in daily contact. Therefore, the pedagogues, who were as a rule good salespeople, learned the psychology of selling and analyzing, and they were able to establish principles of business education. The salespeople, following the advice and profiting by the example of the pedagogues always before them, began to organize their practical exercises and eventually became teachers. This method gave excellent results, but only because the pedagogues were filled with the spirit of enthusiasm for commercial education and because the practical salespeople realized the benefits of good pedagogy. Both groups felt the necessity and the advantage of close and constant coöperation.

It is rare that the teacher is a good technician, but he can understand technique and teach it. It is also rare that a technician is a good teacher, but he can support the teacher and become inspired by the methods of the good teacher.

However, even the best choice of teachers cannot give us the hoped-for results unless the teachers keep their contact with business. In the relative calm of the schoolroom, hav-

ing as "customers" only the pupils, who have no "sales resistance" against their teacher, that teacher soon loses the qualities which originally justified his appointment.

It is of the utmost importance that his original professional training should not be effaced by pedagogic habits acquired in the schoolroom and, because of that likelihood, the teacher should be immersed in a bath of reality!



Snares and Delusions

A BOOK came off the press recently that every teacher should read from the first word to the last. Shorthand teachers, in particular, will find much food for pedagogic thought. The book is "Habits—Their Making and Unmaking" (Liveright, Inc.).

The author is Knight Dunlap, who, as professor of Experimental Psychology at Johns Hopkins University, has spent many years experimenting with old and new principles of habit formation and the general psychology of learning. Dr. Dunlap's style of writing is delightfully limpid. The presentation of his findings impresses the reader with their authoritativeness and makes him wonder why common sense itself has not warned him of the pedagogic snares and delusions under which he has been laboriously teaching for so many years.

Pithy Paragraphs

Here are just a few passages we have underlined in our first reading of this monumental work:

¶ There is no real fundamental distinction between "motor" learning and types which are described otherwise, but the old terms are sometimes convenient. "Motor learning" is merely that sort of learning in which the results of the learning are observed or measured in terms of muscular contraction or its direct effects.

¶ It becomes more and more clear that in many cases the habit of acting in one way is really formed by acting in another way.

¶ It is not to be assumed that the *learning responses* are responses of the same kind as those which are *learned*.

¶ In almost all learning processes thought is an important factor, and in many learning processes it is the essential factor.

¶ Far from the general truth is the old as-

sumption that "we learn a response by performing the response."

¶ . . . the real danger is in the attempt at application of what we do not really know.

¶ Learning which gives a certain efficiency in response under given conditions may give a higher or a lower efficiency later under other organic conditions, even if the external stimulatory conditions are not essentially different. Action or conduct, at any time, under any stimulatory conditions, must always be figured as determined by two factors: (1) previous learning; (2) the organic status of the moment.

¶ *The function of practice is to modify response.* The particular responses which are employed in practice may be fixed by the practice, or they may be modified by the practice. There is no inherent tendency of a response to make its own recurrence more probable in the future. A given response may be more probable, or less probable, in the future, according to the conditions actually involved in the response. These determining conditions, as we have earlier shown, are thoughts, desires, and ideals.

¶ When we rate one person as higher or as lower in learning ability than another person, such a rating is for the ability to learn under the specific conditions under which the measurements are made.

¶ "Learning ability" has in recent years become for many psychologists synonymous with "intelligence." If this identification of terms were complete, and consistently adhered to, there would perhaps be no objection to the usage. Unfortunately, however, few who accept the identification actually adhere to it, but by employing the term "intelligence" sometimes to signify learning ability, and sometimes in a quite different sense, arrive at a confusion of conclusions and deductions.

¶ The word "intelligence" has had a variety

of meanings, and one of these meanings, perhaps the most common, has become so entrenched in our speech that its implications are almost unavoidable. We speak of a division or bureau which has the function of collecting or disseminating information as an "intelligence division" or "intelligence bureau." We also speak of bits of information as "intelligence." Intelligence, moreover, in the philosophy which was formerly widely accepted, and is still embedded in current language, as contrasted with "instinct." These are illustrative manifestations of an ancient and persistent use of the term "intelligence" to signify what is otherwise called *knowledge* and *skill*, and which is admitted in part at least to be a result of learning (that is, of *acquisition*). Where the word "intelligence" is used to designate knowledge or skill, we shall call it *Intelligence I*. Where, on the other hand, "intelligence" is employed to designate learning ability, we shall call it *Intelligence II*. A still different use of the word, to indicate a vague collection of assumed abilities, including the ability to learn, we may call *Intelligence III*, although there are a considerable number of variant usages included under this particular designation.

¶ The originators of "intelligence tests" seem to have assumed that the tests measured *Intelligence III*, and this assumption is still maintained by some educational psychologists, while others have seemed to think that the tests measure *Intelligence II*. Hence we had for some years the remarkable spectacle in America of the most prominent exploiters of intelligence tests claiming publicly and teaching their students that "intelligence tests measure capacity directly, uninfluenced by acquisition." One of these educators, probably the most influential in the Eastern States, proclaimed to a gathering of college professors that there was no possibility of improving a man's score on an intelligence test (aside from cribbing, of course) except by raising the man's intelligence, which (he said) is impossible, since intelligence is an innate capacity!

Experimental psychologists, on the other hand, pointed out that the tests measure directly only *Intelligence I*; there being no question or problem in any of the tests which could be answered or solved except from knowledge or skill previously acquired. This saner view has gradually prevailed, and the most pernicious phase of intelligence testing has passed, although in wide usage today intelligence tests are applied and interpreted, and the victims disposed of as if the tests measured *Intelligence II* directly.

¶ If any reader has the least doubt that intelligence tests are designed directly to measure knowledge and skill only, he may resolve his

doubts by examining the Binet test in any of its forms. He will find no question and no task in any part of the test which can be answered or performed unless the child has learned the answer or the method of performance.

¶ It is doubtful whether the I. Q. is even roughly an adequate index of any sort of intelligence.

¶ The intelligence ratio is a knowledge ratio, and not a capacity ratio.

With this tantalizing sampling we leave you to your analysis of certain "principles of learning" in the light of these almost revolutionary statements of Dr. Dunlap.

Those Prefixes and Suffixes

DR. FRANK H. VIZETELLY, known throughout the country as the editor of the popular *Literary Digest's* "Lexicographer's Easy Chair," and an eminent authority on the origin and use of words, has recently added another book to his long list of standard reference books: "How to Use English," published by Funk and Wagnalls Company.

The book discusses the origin and usage of hundreds of words and expressions, arranged alphabetically—starting with "a or an" and ending with "Zyzzle." A sampling here and there in the book will unearth numberless fascinating bits of information.

Shorthand students who are inclined to undervalue the importance of mastering the rules for writing the various suffixes and prefixes correctly may be impressed with the numerous opportunities for the practical application of the rules by the following brief statistical study taken from the closing paragraphs of Dr. Vizetelly's section on "Vocabulary."

"Some idea of the extent to which words are formed by the aid of prefixes, suffixes, and roots may be obtained from the following: With the prefix *un-* 6,000 words have been added to the vocabulary of the language; with *co-* and *con-* 2,800; with *im-* and *in-* 3,000; *re-* 2,500; *dis-* 2,000. The root *fac* has given us 640; *stan*, 440; *pos*, 300; *graph*, *log*, and *ply*, 200, and most of those who are interested in radio know that the root *radi* has contributed at least as many.

"The suffix *-ly* has yielded nearly 3,000; *-al*, *-ion*, and *-ness*, about 1,800. Then we have *-able*, *-er*, *-or*, *-ible*, *-ity*, *-ive*, *-ance*, and *-ence*, all of which yield nearly 9,000 more.

"Yet it has been claimed that the plain people know and use only from 8,000 to 10,000 words throughout the year."

"Bunk in Education"

THE CLEARING HOUSE, a monthly journal for progressive junior and senior high school people, in January issued a "Bunk in Education" number. Each article analyzes some one pet educational hobby, theory, or practice with a view to discovering whether that bit of pedagogy is fundamental or whether educators have become "hipped" on the subject. So valuable and refreshing are the points of view that we feel justified in briefly condensing a few of the articles.

The Research Racket

The first article, intriguingly entitled "The Research Racket," comes from the fluent pen of Dr. Philip W. L. Cox, professor of Education at New York University. Dr. Cox points out that during the past quarter of a century there has developed a magical instrument by which "expertness" and "authority" can be gained by young men and women without the necessity of serving long apprenticeships in practical educational work—all one has to do is to accept the magic arts of research and one's position as a "scholar" is then guaranteed. This "racket" is not intentionally or consciously undertaken, however.

Dr. Cox points out that these "experts" should recognize that education itself is not and cannot be a science, and that the effects of no human institution may be measured objectively.

Fake Research Doomed

Professor Cox feels the "research racket" is doomed. He does not, however, belittle the contribution of legitimate research.

"Scientists and scientific attitudes and methods," he says, "have contributed much to educational progress and may be expected to contribute much more. But such further gains from science will be hampered if we do not first of all help researchers to free themselves from their masks of 'experts,' and with their assistance expand the concept of science until it corresponds to that of Jevons: '... a science teaches us to know, and an art to do; and all the more perfect sciences lead to corresponding useful arts.' As scientific educational researchers restrict their assumed expertness to knowledge and recognize their limitations as artists or artisans, they will become more humble.

"In education and in business, the legitimate place of research is secure. But the

puffed-up frothy pompousness and ignorant conceit of 'experts' with their tables and formulae and graphs are done for."

Delusions of Grandeur

Truman G. Reed, principal of the Wichita High School East, of Wichita, Kansas, in "Delusions of Grandeur," presents a stirring appeal for the necessity of the high school's definitely assuming the responsibility of acting as a more dynamic agency in the regeneration of society. One need only consider the revelations of the civic conditions in some of our cities to realize that the theory underlying the teachings current in our high school classes in civics, citizenship, politics, history, etc., seem to have been for naught.

Modern society is extremely complex in its organization and structure. All possible remedies except education have been suggested for correcting the problems that face us. If education is to play the rôle, it must be a different sort from that we've had so far.

Mr. Reed then touches briefly on several problems that must be solved by the generation that is now in high school, and concludes that "the modern trend of life has played directly into the hands of educators and the tremendous forces operative in society today can have meaning and significance only as the school gives the proper guidance and direction. . . .

"It is a great responsibility and can only be realized by a group with a common purpose, philosophy, and idealism. . . .

"We may have suffered from delusions of grandeur in the past and may be suffering now, but we need not be. If we accept the challenge that the existing situation presents, education must become a dynamic power in our country."

Different Education

Mr. C. L. Cushman, director of curriculum in the Denver Public Schools, feels that no one has a better right to speak on What Education Is of Most Worth than the high school student. He therefore arranged a conference between himself and ten students. Each student was given a list of the following questions:

Can you give reasons which justify the time and effort you give to at least one of your subjects?

In how much of your school work do you feel you

are working for yourself? And in how much do you feel that you are working primarily for the teacher?

In your opinion, how much stress should be placed in high school on telling students that they will need certain courses or work to enter college?

What part does the textbook you use and the way you use it have in determining whether or not a subject makes a difference in your life?

What change would you recommend in a high school program in order that your education might make a greater difference in you?

A stenographic record was taken of the discussion, and is reproduced in Mr. Cushman's article. He believes "that there is evidence in the remarks of the pupils that we are making progress in dealing with the problems raised by a majority of these questions. Certainly, however, there is a great unfinished task to challenge us on."

The Long Vacation Is the "Bunk"

N. E. Buster, principal of the William James Junior High School at Fort Worth, Texas, presents the case for the all-year school, discussing the aspects that bear on the problem, as salaries, economy, health, accomplishment, retardation, idleness, home conditions, credits, adult vacations, and tenure.

The Present Educational Crisis

Dr. Paul S. Lomax, professor of Education at New York University, in "The Economic-Social Crisis and the Public High School Teacher," proposes a specific and thoroughgoing reorganization of the secondary-school curriculum, grouping his discussion around the two topics, the public high school's economic-social responsibility, and a social basis of public high school curricular reconstruction.

His suggested plan of social departmental organization follows:

1. Department of home education (social institution of home)
2. Department of government (including legal) education
(Social institutions of government and courts)
3. Department of economics (including business, industrial, and agricultural) education
(Social institution of business broadly conceived as the economic system)
4. Department of ethical education
(Social institution of the church dealt with on a nondenominational basis)
5. Department of recreational (including health and leisure) education
(Social institution of organized recreation, as typified by the theater, football, baseball, etc.)
6. Department of educational guidance and social planning
(Unification of the work of the first five departments in terms of the pupils' individual and group living within and without the school.)

Occupational Preparation

Dr. Thomas Diamond, professor of Education at the University of Michigan, in "The Junior High School Program as an Aid in Preparing Young People for Occupational Life," is convinced that present economic conditions make it imperative that material be included in the curriculum of the junior high school which will stimulate young people to think intelligently about the world of work.

The editors of *The Clearing House* are Dr. Forrest E. Long, Dr. Philip W. L. Cox, Dr. Arthur D. Whitman, and Dr. Earl R. Gabler, professors of Education at New York University, and S. O. Rorem, superintendent of schools, Port Chester, New York.

* * *

Obituary

(Concluded from page 270)

Mr. SoRelle attended the Bronxville, New York, public schools, Princeton Preparatory School, and the University of Arizona.

He enlisted in the Naval Reserve upon the entrance of the United States into the World War, afterwards being transferred to Naval Aviation, and he served to the end of the war. After being demobilized he completed his university studies. In 1925 he joined Standard Brands, Inc. A few years later he was promoted to an executive position, and at the time of his death he was Assistant Division Manager of the Company, with offices in Cincinnati, Ohio.

He is survived by his widow, Harriet SoRelle, and two sons, Rupert, age 5, and Rex, age 3. Mrs. SoRelle is now making her home with her mother, Mrs. A. Ainsworth, at 414 Alta Avenue, Santa Monica, California.

We join the host of friends from all parts of the country in extending heartfelt sympathy to his father and the other members of the bereaved family.

* * *

Wise Counsel

DID you notice that statement of Lomont's on page 285—The teacher's "professional training should not be effaced by pedagogic habits acquired in the schoolroom, and because of that likelihood the teacher should be immersed in a bath of reality?"

Wise counsel, is it not, especially for us commercial teachers? We need more than one foot on the ground!

The Effective Use of Phonograph Records For Shorthand Drill

By Guy S. Fry

Business Manager of The Gregg Writer, New York City

IF maximum benefit is to be derived from the use of phonograph dictation, certain principles must be recognized and proper methods followed.

Brief-Form Records

It is well understood that a quite definitely indicated body of shorthand material, represented by the brief forms, constitutes a relatively important part of the shorthand writer's working material. It is also understood that these brief forms, depending for their utility upon the readiness with which they are used, must be superlatively well learned. Unless brief forms are recalled and used with the utmost facility, the whole theory of brief forms fails and they become a handicap rather than an advantage.

In the seeking of this mastery the phonograph record and its dictation are entitled to a very prominent position, whether utilized in the classroom or by the pupil at home, or in both places.

In applying phonograph dictation to the problem at hand, we meet a physical limitation with which a compromise must be effected: The speed of the dictation is fixed within fairly close limits. Obviously, the practical utility of a record will necessitate its being used over a period that will cover a material improvement in the student's writing speed so that he must begin his practice at a speed substantially below that which he will ultimately attain. Fortunately, we can compromise here quite satisfactorily through the use of printed shorthand keys.

Key Must Be Studied First

Now the first step in developing facility in using brief forms is learning the forms. This can be done best by intensive study of the forms from the printed key while the phonograph dictates the words. Under this program every condition is favorable for rapid learning. Moreover, as the student follows the dictation before attempting to write the matter, he becomes familiar with it so that when he starts writing he is able to concentrate wholly upon the shorthand.

After sufficient study to establish the forms in mind, writing practice should begin. It should be kept in mind here that writing, in

itself, does not aid learning. The outline should be learned before an attempt is made to write it. This gives a favorable aspect to the dictation that is at least up to the maximum capacity of the writer, and perhaps a little beyond, because such dictation gives an accurate indication of the progress made in learning the brief forms. If properly learned they will be recalled instantly and the writer will successfully follow his dictation. If they have not been learned, time will be required for their recall and he cannot keep up. So, it is not only unobjectionable but it is even desirable that the dictation on brief forms should tax or exceed the student's ability to write them.

With proper mental recall established, repeated writing functions to coordinate hand and mind and to render the whole process of recall and writing automatic—the proper end of brief-form drill.

Note that in this process the use of the printed key is essential. Each student should have the key for his individual use.

Records for General Dictation

Applying the phonograph to general dictation practice presents a somewhat different set of conditions and its greatest utility demands recordings graded both as to subject content and by dictation speeds. Writing that employs word-building principles, as distinguished from brief forms, develops facility in using the principle in direct relation with the writing. A brief form is to be learned and written as a unit whether it involves a single stroke or a combination of strokes; a constructed form utilizes construction principles, and facility in the application of these principles is gained through use. Beneficial results come through gradual development of facility in carrying out the writing processes.

To some extent it is true that practical writing skill results from the gradual building up of a large vocabulary utilized in much the same way as the brief forms themselves are used. But this condition of development usually comes only in the higher stages of training and it is not discernible in ordinary student work. The writers with whom most of us are dealing must depend largely for the success of their writing upon facile use of the brief

forms and fluent word building according to the construction principles of the system. As they gain in attainments they add to their "automatic" vocabulary, but their average success will depend very heavily upon ready application of construction principles in the formation of outlines not established in the automatic group. Unless these construction principles are freely applied, the burden of the unfamiliar matter with which he will have to deal will so handicap the writer that his average writing speed will fall below the level of practical requirements.

These conditions have been observed in preparing the shorthand dictation phonograph records that are now offered to pupils and teachers. Recordings graded both as to theory requirements and dictation speed are available. They may be brought into service with the completion of the fourth chapter of the Manual and at an average dictation speed of sixty words a minute. The matter that is recorded on the records is printed in shorthand on keys.

Incorporating the machine dictation in the regular class program favors effective teaching in several ways apart from the usual values of the practice:

1. Machine dictation is practically perfect dictation as to voice quality, enunciation, pitch, and volume.

2. It maintains the standard of requirement that has been determined in advance as appropriate for the situation—it gives the teacher just what she wants, neither fast, nor slow, nor fluctuating. It goes on steadily without interference by reason of the many demands upon the teacher's attention, that so frequently cause pauses and loss of time.

3. It gives the class a change of voice—dictation different from that which they are receiving from their instructor.

4. It leaves the teacher free to do the very necessary and profitable work of observation, criticism, and direction of individuals without stopping the normal class program. In this way, the phonograph dictation multiplies many times the effective teaching of the period.

Summary

Thus we see that phonograph dictation properly used can be a real boon to the teacher. The printed key, however, is almost as important as the phonograph record itself. The only possible substitute for it is the use of the blackboard, which is much less satisfactory in many ways—to say nothing of the fact that the pupils can't very well take the blackboard home with them for homework as they can take the printed shorthand keys to the records.

Have at least one set of keys for each dictation record. When you are ready to begin the

use of a particular record, distribute the keys to the pupils. First they should take the keys home for a reading assignment. The next day in class, they should read the key once or twice before writing from the dictation of the record. Then, after having written from the dictation of the record, they should check against the key at least once more while the record dictates to be sure that they are not still making errors in theory.

[*Editor's Note:* A printed shorthand key for any of the Gregg Dictation Records may be obtained from any office of The Gregg Publishing Company. The price of the keys is 5c each. When ordering always be sure to specify exactly the record for which you wish a key as there are now eighteen records available and consequently eighteen keys.]

Going to Washington for the E. C. T. A.?

April 13, 14, 15

THIS year's program of the Eastern Commercial Teachers' Association promises to be exceptionally interesting. Quarters for the convention have been secured at the luxurious Wardman Park Hotel. Washington will be at its loveliest, with its famous cherry blossoms abloom along the Potomac and Easter festivities in progress. A glance at Secretary Good's advance outline of the convention's activities will make all our readers want to be present:

Thursday morning—Registration of members begins

Thursday afternoon—Trips around Washington, golf tournament, tennis

Thursday evening—Opening meeting, president's address, reception, dance

Friday morning—Sectional meetings at the hotel

Friday afternoon—Visit to the new Roosevelt High School to observe equipment; discussion by leaders

Friday evening—Social activities at the hotel

Saturday morning—Association breakfast; address, and business meeting

Saturday afternoon—Trips around Washington, golf tournament, tennis

Saturday evening—Association Banquet and dance

As many of the hotels are already filled for the week of the convention, reservations should be made at once. Special rates may be obtained from Mr. Harry I. Good, Hutchinson High School, Buffalo, New York.

Program of the **University of Chicago Conference on Business Education**

To Be Held June 29 and 30, 1933

THE University of Chicago School of Business is sponsoring an important conference on business education to be held the end of June. The conference is especially timely because it precedes the National Education Association meeting and will occur during the

peak of activities of the World's Fair. H. G. Shields, assistant dean of the School of Business, is in charge of arranging the conference. The general theme will be Reconstruction of Business Education in Secondary Schools. The program follows:

Thursday Morning Session, June 29

THEME: ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION

C. M. Yoder, President, State College, Whitewater, Wisconsin, Presiding

Address of Welcome, by *W. H. Spencer*, Dean, The School of Business, University of Chicago
Business Education from a Superintendent's Point of View, by *W. J. Bogan*, Superintendent of Schools, Chicago

Business and Education, by *J. O. McKinsey*, Professor of Business Policies, University of Chicago

The Subject Matter Preparation of the Business Teacher, by *John G. Kirk*, Director, Commercial Education, Philadelphia Public Schools

The In-Service Improvement of the Business Teacher, by *Clay D. Slinker*, Director, Department of Business Education, Des Moines Public Schools

Discussion

Thursday Afternoon Session

THEME: CONTENT

Paul S. Lomas, Professor of Business Education, New York University, Presiding

Money, a Neglected Institution in Education, by *Charles Hubbard Judd*, Dean School of Education, University of Chicago

Money—a Possible Central Concept for Business Education, by *Ann Brewington*, Assistant Professor of Secretarial Training, School of Business, University of Chicago

Content Inadequacies in the Light of Recent Research, by *E. G. Blackstone*, Head of Commercial Teacher Training Division, University of Iowa.

Discussion

Friday Morning Session, June 30

THEME: CONTENT

B. J. Knauss, Director, Commercial Work in High Schools, Chicago, Presiding

Background Materials for the Secondary Business Curriculum, by *L. C. Marshall*, Director, Institute of Law, Johns Hopkins University

Recent Developments in Content, by *Clinton A. Reed*, Supervisor of Commercial Education, State of New York

Community Needs and Curriculum Content, by *G. G. Hill*, Director, Department of Commerce, State Teachers College, Indiana, Pennsylvania

Discussion

Friday Afternoon Session

THEME: EVALUATION OF CONFERENCE CONTRIBUTIONS

G. F. Cadisch, Director, School of Business Administration, State College of Washington, Presiding

Address by *F. G. Nichols*, Associate Professor of Commercial Education, Harvard University

Address by *Thomas E. Benner*, Dean, College of Education, University of Illinois

Discussion

Friday Evening Session

Informal dinner, at the International House, with the Department of Business Education, National Education Association, and the National Association of Commercial Teacher Training Institutions

Handy Reference Guide to the Phrasing Principles of Gregg Shorthand

Prepared by the Research Department, The Gregg Publishing Company

Chapter	Gregg Shorthand Manual	Gregg Speed Studies	Gregg Speed Building
I	Pars. 4, 24, 30, 31	Pars. 12	Pars. 150, 151, 180
II	43, 44, 62	34	106, 150, 195
III	84, 85, 86, 87	50, 53	26, 69, 230, 231
IV	101, 108	75	266, 192
V	None	82, 87	None
VI	142, 148, 149	103, 107, 109	63, 65
VII	157, 158, 159, 171	117, 124, 129	19, 22, 23, 25, 68, 69, 108, 110, 229, 265, 267, 268, 270
VIII	181, 189	138, 139	64, 66, 111, 145, 146, 189, 191, 226, 264
IX	195, 204, 205, 206	147, 148	149, 269, 271
X	218, 219, 220, 221, 222, 223, 224	153, 154, 155, 156, 157	20, 21, 24, 67, 105, 107, 109, 144, 147, 190, 227, 228, 263, 509
XI	235	162, 163	194
XII	242, 243	None	148, 193
Index	Pages 166-167	None	Pages viii; 302-306
Most-Used Phrases Chart	End papers	None	None

A comprehensive treatment of the subject of Phrasing will be found in the *Gregg Shorthand Phrase Book*, Introduction, pp. iii-xix.

For lesson-plan suggestions on the teaching of Phrasing see *Teacher's Handbook for Gregg Speed Building* (Gregg), *Teaching Principles and Procedures for Gregg Shorthand* (Skene, Walsh, Lomax), and *Teaching Gregg Shorthand by the Analytical Method* (Frick).

Some Ways to Stimulate Interest

By Mary A. Allen

Oxford High School, Oxford, Pennsylvania

NOT so long ago I attended several lectures on commercial subjects. In one woman's address I lost my interest completely from the start, because she proceeded to tell us that such and such a way was the way to teach the subject. My ways may not be right for either you or me. My idea in telling you a few is that you may be interested enough in the subject to give us a few of yours or to point out to me just where I am wrong in the use of mine.

I am mixing them up purposely. If there is anything here that you can use, or wish to use, you can pick it out, and if there is not, then it doesn't make any difference whether they are mixed up or not.

Enlivening the Typing Period

Sometimes, doesn't the typing period just simply drag? Aren't there some days when everything seems to go contrary? If the day is stormy and several of the class are absent, doesn't it have an effect on the ones present? What in the world shall we do to keep them interested, make them want to use every minute? Well, there are lots of ways. Sometimes I just have them all stop and grin at their neighbors. Silly? Of course, but you would be surprised at the response—surprised both ways. Then we dig in and do another section.

Is a Student Stuck by an Outline?

Perhaps I call on a member of the class to read a sentence or a paragraph in shorthand. He gets stuck on the word "date." Shall I tell him the word and let him read the rest of the sentence? I seldom do. Rather I look at the calendar and say, "Tomorrow is the third, isn't it?" or "Seed them and fill with nuts and they are fine," or "I'll be ready for this one at 8 o'clock." Usually it takes only one suggestion. If the student doesn't get the first one, lots of the others have and have hands up for permission to answer. It is interesting to watch their faces when a suggestion is made, to see which one is the first to catch on, and which the last. If the word is "umbrella," then a look at the sky is often enough. In other words, I try not to give them the actual word, but let them dig it out and think it out, unless it takes too long.

One day not long ago we had the word

"grammar." It was a new word to write in shorthand. As there are several shorthand rules involved in writing that word, it took them a little longer. I pronounced it again, and then told them of the little boy applying for the position as office boy. The boss inquired, "How's your grammar?" The little fellow, not understanding the question, said, "Oh, she's all right." Well, you have all heard that one, too, but they had a good laugh and remembered the word, and before the laughing could get away with them, I pronounced the next word, and only once.

Making Bookkeeping Alive

Our bookkeeping work is done with sophomores. My personal opinion is that the subject is too difficult for that grade, but as the school schedule will not permit of its placement in any other grade, we do the best we can with our one-year work. I try to use the pupils' own experiences when making comparisons or when making journal entries.

"John, suppose Pauline came into your store and bought this and that! She goes out, but you still have some bookkeeping work to do. What will you do?"

"Pauline, what happens on your books when you get back to your place of business?"

I don't know whether you have any difficulty in getting across notes receivable and notes payable or not. Sometimes I do. Then I have a pupil go to the board and we suggest actual situations that might happen in his business when notes would be required. What would he do? Sometimes I have two pupils go to the board. Each keeps his own books. The rest of us make suggestions as to possible transactions, and each must make an entry in his own books covering that situation. In this way they can see both sides of the transactions and their differences resulting from a different viewpoint.

Letting Students Dictate

The seniors get tired of taking dictation, and I don't blame them a bit. To change things about, I sometimes take the dictation myself on the board with some of them, although I do not use the board very much for their work. They have become accustomed to my voice, so I let one of their own number do the

dictating, and I sit down at one of the desks and take the dictation. When a pupil dictates, I very seldom make any comment during the first dictating, however he may do it, unless he goes very much faster than the class can take it. Of course, as you know, there will be all kinds of voices in the class, and I do not always pick the most pleasant. Every boss has a different voice, so the pupils have to get used to a variety of voices. Some are too low, and they have to strain their hearing to get the words. Some are not distinct and some words are missed. But there is something valuable usually from having a poor dictator perform. The next one called upon may and usually does have faults of his own, but he tries earnestly to overcome those of the one who preceded him.

Bettering Pronunciation

Maybe they are not just sure of the correct pronunciation of a word. We always have quite a time when we come to the word "coupon"—they pronounce it just as I used to—"kewpon." When I pronounce it "coopon," they think it tremendously funny. Of course we are not perfect by any means, but we can at least try to get the right pronunciation and give it distinctly.

Seeing the Funny Side

Don't you have, especially with the juniors, many extremely funny experiences when they read something into their shorthand notes? What do you do? Well, I let them have a good laugh if it is really funny and then explain how the mistake was made, if I can. Do you remember in the first part of the textbook where it says, "I go over the factory with him every month"? One day, one of the boys read, "I go over the fir tree with him," etc. Absurd? Surely, but can't you see how a beginner can mistake "faktre" for "fertree"? They are not alike and you would not join the latter, but the pupil doesn't know that. A good chance to explain again the combinations and character size.

There is one thing I do not permit, if I can help it, and that is laughing at a pupil. If I can catch anyone who does that, then I call on him immediately and let him read until he gets stuck and gets stuck without any help. I am glad to say, though, that there is very little of that.

For Those "Impossible" Days

There is a little pamphlet called "Hurdles." I haven't had the pamphlet long enough to try many of the hurdles, but I like the idea, and

the material is not "over-the-head" material. I am expecting to use this material for "extra" or competitive work, either regularly or on those "impossible" days.

Speaking of those days, and Friday is an excellent time for them, we often go into a competition period. I divide the pupils equally and then the first pupil in each division starts at the same time and writes one sentence. The second may begin writing the same sentence when the first one in his division has taken his hands from the keys—not before. The first division finished gains a point and another point is awarded to the division making the least number of errors.

Another one: Everyone writes for one minute. Points given for least number of errors and greatest number of lines written.

Victrola Records

We use the Victrola records almost every day, with both the seniors and the juniors. Sometimes I start the record at almost its slowest speed and, having the students write in time, increase the rate until the record is playing at its greatest speed. If they can't follow at the last, then we repeat the process.

Sometimes when having the practice minute or two-minute drills, I put the fastest record on and play it at its fastest speed, just to have them write to the sound of the music, not to the time, and to drown the sound of the machines themselves. The results of doing this are rather interesting—some can write more words and with fewer errors and others just the opposite. If most of the class belong to the latter group, then we don't repeat it, if with the former group, then we do it a second time, not more.

Do you use the record, Dictation No. 3? I got it this fall and have tried it with the juniors and they like it. At first it did not go so well, for the voice of the dictator was new. For that reason I had them only listen, not write, while he pronounced a number of words. When they had become accustomed to the voice, then we wrote—and I wrote, too, on the board. After we had all the ones they had had, we corrected the outlines, making comparisons, and then we took it again. It was surprising to me to find so many of them getting them all. Yes, I think it gets too fast toward the end, but that can be regulated a little.

Timely Topics

Each morning's *Ledger* contains an article by William Feather, "A Business Man's Philosophy." Once in awhile, I pick out one I think will be of interest, or because it has a number of unusual words, or because it is

on some particularly timely subject, or an unusual subject. Then I dictate it to the class. The unusual words come in for definitions or explanations, the timely subject for discussion, or the unusual subject for the new information we hope is acquired. At least the dictation is different, and aren't we Americans rabid on the subject of having things "different"?

That Last Period on Friday

Friday is usually a difficult day, especially the latter part of it. I am unfortunate in having my junior shorthand class the last period. They are restless and anxious to have the day end—and so am I, no use in laying it all on them. Well, I try to have something unusual. You may laugh if you want to when I tell you that that something unusual sometimes takes the form of a short test. Not a six-weeks' test, just a test on new words or on brief forms. Or, and perhaps too, I use "Graded Readings." They are especially adapted to this kind of thing, I think. The material is new and, for the most part, interesting. I usually take one of the stories. They are interested to see and hear what happens and are pleased when they can read the article through.

A Little Business Arithmetic

We don't have business arithmetic, so each morning, or almost every morning, we have two problems in addition, six figures across and ten rows. What good is a bookkeeper if

he can't add? That is the reason for the problems. I vary that, too.

Sometimes before they start I tell them not to mind me, that I am going to talk to them all the time they are adding, and I am mean enough to pick on a subject that I think they are especially interested in, or I talk of the value of figures, giving a number of them to see if they are concentrating on the work in hand. Sometimes I tell them that I am going to talk to them and shall expect them to tell me afterwards the gist of my remarks. That is harder, and some funny answers come. It at least breaks the ice and gets them into a brighter humor.

Stories in Shorthand

Do you find that the few days just before a six-weeks' test are rather trying? In my senior shorthand class, at such a time, which was this week, I let them have a reading period from the GREGG WRITER. This time they are or were particularly interested in the "Tink" story of the "Cruise of the Cleopatra." It is a pretty human story and they want to read it all at once. I like to use that magazine for that reason, and for the reason that words are used that we use in everyday converse. They are not always the more or less stilted phrases found in most business letters. It is just another angle, that is all.

It's hard to know just what to do.

Is it best to do this or that way?

It depends on the pupils and depends on you

And the problems that confront us each day.

▲ ▲ ▲

A Speech-Correction Forum

By Charlotte M. Schaedel

Head of Commercial Department, High School, Peterborough, New Hampshire

THE shorthand dictation class offers several opportunities for the teacher to give her pupils a little polish they might not get elsewhere. We must remember that with the majority of the commercial course students the completion of their high school course means the termination of their formal education. If they are to get any "finishing touches," it's up to us to put them on.

Perhaps one of the best opportunities for enrichment we have is in special emphasis on correct pronunciation. (The benefit to the teacher might be worth a consideration, too.) My method of handling this is quite simple. I devote about ten minutes of the period one

day a week to what we call our "Speech Correction Forum." Each member of the class contributes one word which is commonly mispronounced and which he has selected as the one he will concentrate upon for the week. All the words brought in are listed on the board and remain there until the next week. During the class period the words are used in sentences and pronounced a number of times by the class. The pupil must have an opportunity to say the words himself because he will not change the pronunciation of a word until he has said it correctly so many times that the new way seems as natural as the old.

There are several types of corrections that

we are attempting to make. The soft musical *a* receives special attention, and we have succeeded in cultivating a pleasing *ah* sound to replace the sharp grating sound in such words as *class*, *last*, and *after*.

The *u* diphthong is easily understood by shorthand students, and they will readily change their pronunciation of *new* from *noo* to *neoo*, and *student* from *stoodent* to *steoodent*.

Then we also have examples of incorrect accent such as *ré-cess* and *ád-dress* instead of the correct *re-céss* and *ad-dréss*.

How the dramatic coach welcomes the cor-

rection of such careless diction as *jus* and *gut* for *just* and *got*!

The whole thing would be without point if that ten minutes one day a week were the only time that pronunciation was watched carefully. All the rest of the week, as the teacher is dictating and talking to the class, she must require the pupils to speak correctly.

Of course, a disproportionate amount of time should not be spent upon this, but the worthwhileness of it is impressed upon me when I hear of instances where applicants for positions have been successful because of their correct diction during the interview.



The Teaching of Transcription

By Clay D. Slinker

Director of Business Education, Des Moines, Iowa

SUCCESS is a much talked-of goal toward which purposeful people are striving.

Perhaps it is just as well that this particular goal is not often reached except by those who have given over a considerable portion of their lives to planning and doing the things necessary to lead to the desired achievement. Now, one can find a place in life and, by doing fairly well the things that are given him to do day after day, go through life with some degree of credit and comfort, but without arriving at any such condition as to be considered a success. He leaves behind him no marks, no achievements which challenge the ambitions of, and make better traveling for, those who follow in his trail. Success in any worthy enterprise results from the achievement of specific goals or objectives along the path leading to success.

Before one has traveled very far toward this goal he must have thought in meaningful terms of the things he plans to do and the kind of person he means to be. In other words, he must build for himself a philosophy of life. When he says to himself, "What I am to be I am now becoming," he has glimpsed an important page in life philosophy. He is then ready to understand the importance of doing in practice the thing he will do later the way it must be done in actual performance. This rule applies with peculiar force to skill in transcribing.

Skillful transcription implies the mastery of certain other skills, namely: English, typing, and shorthand.

One of the greatest helps in transcription is ability to read rapidly and understandingly the marks used to represent words or groups of

words. To do this one must have formed the habit of associating with these marks the meanings they have in different contexts. The word "dog," or in this case the mark that stands for "dog," has a dozen meanings. When this mark appears, the transcriber must immediately decide from the context the meaning and use of the word. The literature of modern business is crowded with technical words and words having different meanings in different contexts.

English Must Be Mastered

It might be supposed that a large vocabulary is necessary for the stenographer. Bigness of the vocabulary, however, is not so important as the thoroughness of it. In other words, it is more valuable to the stenographer to know all the important meanings of a relatively small vocabulary than to know a single meaning of each word in a very much larger vocabulary. General business knowledge, such as is gained in a mixed business curriculum, including some work in bookkeeping, commercial geography, business organization, salesmanship, and business English, should do much to make meaningful the words dictated to the stenographer in the average business office.

Another help in transcription is a ready working knowledge of the mechanics of English. Just as the transcriber must immediately decide from the context the meanings of signs (words), so must he decide on the use of capitals or small letters, marks of punctuation, spelling, sentence structure, paragraphs, indentations. Lack of readiness and skill in

English construction is accountable for much of the difference in speed of typing from printed copy and from shorthand notes.

Typing Skill Essential

Skillful use of the typewriter is a great aid in transcription. Before undertaking transcription on the typewriter, the pupil should have advanced sufficiently with this tool to be able to type without thinking what keys to strike with what fingers, what lever to use next, etc. Very bad habits in transcription may arise from beginning the development of typing skill and transcribing skill too close together. It is a great advantage to provide a semester's training in typing before shorthand study is begun. Then transcription habits may be formed early in the study of shorthand.

Plan the Transcript First

It is important that the transcribing rate should be well up to the copying rate on the typewriter. In order to establish this at an early point in transcription practice, the problems involved should all be solved before transcription is actually begun. These problems may be solved by (1) reading the notes until readiness in reading is established, (2) spelling all difficult or unusual words, (3) constructing abbreviations, (4) deciding on the use of capitals, (5) quotation marks, parentheses, and other marks of punctuation, (6) indentations for paragraphs, etc., (7) single or double spacing and length of line.

At the beginning give a short letter or a few lines of engraved notes and let the pupils transcribe the same matter three or four times without stopping. Zest is added by timing them and comparing transcribing rate with copying rate. If the problems have been solved as above described, the transcribing rate may be expected to be well up to the copying rate. This or some other method of problem solving should precede all early transcription practice. The amount of help can be gradually lessened as experience is gained, until the pupil is transcribing new matter at a satisfactory rate with a high degree of accuracy. The experience gained in solving these problems should lead the pupil to the habit of thinking of the capitals, spelling, punctuation, etc., as he reads his notes.

Insist on Shorthand Proficiency

Legibility in shorthand is even more important than in longhand. Efficiency in transcription depends in large measure upon efficiency in shorthand writing. Habits of accuracy, neatness, and certainty should be established early in shorthand study. Practice in reading

and copying complete sentences in accurate shorthand from the start will help to form a shorthand habit at an early point in the study. Every effort should be made to promote confidence. Knowledge of the correctness of outlines is an invaluable factor in the learning process. Certainty of correctness of outline and then certainty of the correct reading of the sign will speed up the learning process as well as skill in transcribing.

Require Business Standards

"What I am to be I am now becoming" suggests the importance of doing in practice the thing that is to be done on the job the way it is to be done on the job. This suggests that the pupil should read his transcript for errors before turning it in. Letters should be assembled as they will be on the job. Right practices and right conceptions should be formed as to carbon copies, enclosures, etc. Shorthand graduates seldom lose jobs because of slowness in taking notes. Annoyances due to inaccuracies and lack of attention to little details are real causes for loss of positions.

Every early transcribing experience when properly and sympathetically guided is an adventure, a romance, which may be easily converted into tragedy by cold, exacting, and unsympathetic grading of each effort, and the averaging of these grades for permanent records of achievement. A recognition of the doctrine of success is an important factor in establishing a shorthand habit. Pupils should early experience the joy of recording spoken words by means of shorthand characters and then of reproducing them in longhand or typewritten form. Every such experience should add to the personal satisfaction and thus strengthen the confidence of the pupil in his own ability. The reading of each transcript by the pupil to discover and check or correct errors is an essential part of stenographic training and practice. By the discovery of errors in his work the pupil is annoyed and stimulated to greater care to avoid making them.

Grading Transcripts

For a teacher to read and grade every attempted transcript would be an uneconomical use of her time. The time can better be used in observing individual pupils at work, making suggestions for improvements of technique, criticizing work in process, correcting form, arrangement, spacing, etc., and helping solve problems incident to the transition from the shorthand record to the longhand or typewritten transcript.

Training in transcription should prepare the pupil to get the meaning from shorthand notes

read at a rate approximating that of long-hand. In the third and fourth semesters this should range from 100 to 120 words a minute. A writing speed of 80 words on new matter, or 100 words on repeated matter per minute, in the third semester is satisfactory. In the fourth semester this should be raised to 100 and 120 words respectively on matter of a syllable intensity of 1.40.

Third-semester pupils should transcribe their notes at a median rate of 25 words per minute with a grade of 98 per cent when graded according to the rules given in THE GREGG WRITER "Shorthand-Typing Awards" booklet. The rate for the fourth semester should be raised to 30 words with equal accuracy.

Try This Plan

Another way of grading transcripts is offered here as a suggestion. The advantage of this method is that while we adhere to high requirements the penalties for mistakes are so loaded as to bring the resultant grade down to the one commonly used in most school systems.

Suggested Plan for Grading Transcripts

1. Deduct 5% for each wrong word, word inserted, word omitted, and word misspelled.
2. Deduct 1% for each typing error, each error in capitalization, and each error in use of major punctuation marks.
3. Deduct ½% for each error erased and acceptably corrected.

A Sample Letter

Gentlemen:

The circumstances that have made it impossible for you to settle your account when due are fully appreciated and, as an evidence of this appreciation, we are going to grant you a reasonable extension.

What amount can you arrange to send us monthly on this account? It is to your interest to make regular payments. If you do so,

we can furnish you the goods you require, in a reasonable amount, to be paid for on the tenth of each month according to our regular terms.

It is our desire to coöperate in any way possible. Very truly yours,

(Total words 100; syllable intensity 1.51; stroke intensity 5.2)

Let us assume that the above letter has been transcribed at an acceptable rate with the following errors:

1. Wrote *possible* instead of *impossible* in the first sentence—(Penalty 5%)
2. Inserted *not* before *going* in first sentence—(Penalty 5%)
3. Omitted *regular* in third sentence—(Penalty 5%)
4. Misspelled *reasonable* in fourth sentence—(Penalty 5%)
5. Skipped space in writing *according* in fourth sentence—(Penalty 1%)
6. Began complimentary closing with a small letter—(Penalty 1%)
7. Ended second sentence with a period instead of interrogation point—(Penalty 1%)
8. Two erasures neatly done and corrections acceptably made—(Penalty ½% for each: 1%)

Total number of errors 9; total penalty 24%
net grade 76%

If this pupil had made only errors 5 and 8 the grade would have been 98 per cent or "A" or "1," and the pupil's work would have been satisfactory. If error No. 1 had been made and if the paper were otherwise correct, the grade would have been 95 per cent; but, on account of the character of the error, the letter is unsatisfactory. A pupil who cannot submit a sufficient number of satisfactory letters to overcome the deficiency should not be passed. In the case just cited two other letters of equal difficulty and length transcribed without error would bring the average up to 98%, the suggested standard for transcripts.

Talks on Banking and Elementary Economics

IN the belief that a more general knowledge of economics as applied to business is necessary for community and national betterment in America, the Public Education Commission of the American Bankers' Association has planned four series of talks to be delivered by bankers to various groups of people. One series is designed for the senior grade of the high school.

Teachers of general business science will be especially glad to know about this service. The talks for this high school series are as

follows: (1) The Story of Money and Credit, (2) How Banks Serve Us, (3) How Banks Help Business, (4) The Federal Reserve System, (5) How Banks Help the Farmer, (6) Investing Money, (7) Stocks and Bonds.

Further information regarding this valuable service may be secured from the secretary of the Public Education Commission of the American Bankers' Association, 22 East 40th Street, New York, New York.

Should Textbook Prices Be Reduced?

Schools are having their financial troubles along with the rest of the world. Savings are being effected wherever possible. Textbook funds have shrunk, and in the minds of educators has arisen the question, "Should textbook prices be reduced?" The following reprint from the "Journal of Education" answers this question.

THIS question must be considered in the light of two major facts: First, the cost of paper, cloth, and all the other physical components of a book amount to much less than the cost of the labor. Wages in the printing and binding industries have not been reduced.

Second, the sizes of the editions which are needed to fill the greatly reduced orders today are much smaller, and the publishers' costs of production per copy have therefore become higher.

a book, we might reasonably have expected that the textbooks would be about twice as costly today as in 1913. This proves not to be the case, fortunately, because improvements in machines and in methods of manufacture have reduced the labor time required in the making.

Let us glance at the comparative prices to schools of textbook material in 1913 and in 1932, computed according to the price per 100 pages, which seems to be a reasonable basis. One of the larger publishers has pro-

Elementary School Textbooks

	Net prices to schools per 100 pages		Increase or decrease Per cent
	1913	1932	
Readers—Eight-book series	\$.13	\$.18	38% increase
Arithmetics—Three-book series	.10	.13	30% increase
Histories—Three-book series	.17	.17	No change
Geographies—Two-book series	.40	.29	27% decrease
	\$.80	\$.77	3.7% decrease

It may be reasonably asked why wages should not be reduced. Although the wage per hour has not been cut, the weekly earnings have dwindled to a half, or a third, and even less for a large majority.

Few if any more changes in the direction of economy seem possible unless the textbook product itself is cheapened, with a consequent reduction of wearing qualities, which, in the long run, becomes extravagant economy.

It is interesting to see just what kind of record the textbook publishers have made in the matter of prices during the past twenty years. A book-for-book comparison is hardly a fair one, since the books of 1932 are much larger than those of 1913. Books in history and science are of necessity larger. Many other types of books contain more exercises, reviews, and other material, which have been required to meet changes in methods of teaching.

Another factor during this period of twenty years is the increase in wages. In one large textbook plant, for example, the average increase paid to compositors, electrotypers, pressmen, and bindery-workers has amounted to 107%. This increase is about the same as that in most occupations. As wages constitute the largest part of the cost of making

the information given here, which is based on books sold widely in 1913, as compared with other books that were sold widely in 1932.

In readers the increase of 38 per cent is due in part to the greatly increased use of color. This is true also in the case of arithmetics. The fact that histories show no price increase is because of a large increase in the number of pages. The cost of the cover remains about the same in a book of few pages or many pages, and when this cost is distributed over many pages the cost per page becomes less. In the geographies this is true to an even greater extent than in the histories, so much so that the cost per 100 pages shows an actual decrease.

A similar comparison of high school books, including ten titles in history, English, Latin, algebra, and science, shows an average cost per 100 pages of 19.7 cents in 1913, and of 20.7 cents in 1932, or an increase of only five per cent.

Textbook prices have thus remained virtually unchanged, while most other commodities have advanced in price.

Any downward revision of textbook prices at this time seems far from justified by today's conditions in the textbook industry.

— Out of the Well of Experience —

G. S. F.

"First symphony of Brahms, second movement, four measures before letter 'A' . . . make it five. . . 'Boom.' . . . Too late!"

Thus Stokowski starts a rehearsal! This famous orchestral leader plainly believes in snappy work and knows how to get it. "Boom" indicates the sharp down stroke of the baton, which is the signal for the musicians to begin. It was the orchestra that was "too late"—the players weren't ready as quickly as the leader thought they ought to be!

Here's a wonderful lesson in how to conduct a shorthand recitation, especially in dictation. Get started! Train your class to understand that "business" begins promptly and they must be ready to go. Not only does this method save time, but it produces the concentration that you need to get results.

Learn to "expect" effort and accomplishment of your pupils. People have a habit of measuring up to what they know is expected of them. Civilization is built on this. Youngsters respond more readily and completely to the expectations of those they like and respect than do older folks.

Have you noticed the character of the authors represented in THE GREGG WRITER plates these days? And the interesting material of their production being used? Names like Heywood Broun, Howard Brubaker, and Hendrik Van Loon appear only in "high" literary society.

Didn't you find "The 51st Dragon" delightfully entertaining? "The Cruise of the Cleopatra" should get a pleasant reaction from any reader. The selections from Mr. Van Loon's popular book are unusually "readable."

The special plates taken from "The Story of Uncle Sam's Money," written by Walter O. Woods, Treasurer of the United States, are interesting and informative. Don't overlook "Mountains for Billboards" in the January number.

You really ought to keep up-to-date on THE

GREGG WRITER plates because, to paraphrase our traditional explanation to our pupils, "Each new number will contain new plates that will claim your attention." If you don't feel equal to reading the shorthand (yet), read the keys (given in this magazine monthly as dictation material)—the plate *matter* is too good to miss.

Are we alike? A man who operated a "penny arcade" in one of the big amusement parks of an eastern city found that occasionally someone would drop a dime in the machine instead of the required cent. Continued observation showed that the proportion of dimes to pennies held very uniform. Week after week the crowds came and all the time one in every so many left a dime. The operator found that he could count his money almost to the dollar by merely counting the dimes and making the proper calculation.

It sounds incredible—but the story is told as positive fact! Plainly, if the group be large enough one crowd is just like another.

Doubtless shorthand students display about the same characteristics one place as another. Sound methods are likely to get good results whenever and wherever used. If results fail or seem to be below the accomplishment noted elsewhere, we may fairly infer it is our teaching that is at fault rather than the pupils.

Social progress as most of us define it comes about through the effort of an individual to lift himself from a lower level to a higher one. Our world is founded upon "equality of opportunity" and inequality of accomplishment.

Our school system suffers in its service value from its tendency to equalize *both* the opportunity and the accomplishment of students—to bring individuals to a level.

Measures and methods that counteract this tendency and promote the fullest possible development of individuals are wholly beneficial. Even the shorthand course should provide opportunity for the *good* student to do his best work. THE GREGG WRITER functions in this direction.

O. G. A. TEST COPY

An Easy Way to Prevent Shorthand Errors

An easy way for you to prevent shorthand errors in beginning classes is to have your students read shorthand before you ask them to write it.

Half methods are just as dangerous as half truths.

Correct teaching procedure requires the learner to read what he is going to write *before he writes it*. This is the half of the method that many theory teachers overlook. They give much attention to the other half, the reading of notes after they have been written, but do not guide their students through the initial reading of correctly written shorthand.

Shorthand outlines written by an expert give the beginner the much needed guidance for his eye and hand as he starts to acquire correct proportion and slant, as well as correct theory. Naturally, without a clear image of the correct outline and a ready knowledge of its meaning, beginners will make numerous errors and pile up hours of tedious correcting for their teacher.

Make your theory teaching easier by having your pupils use the following skill-building guides:

Skill-Building Guides for the Beginner

Gregg Speed Studies. By JOHN ROBERT GREGG. \$1.20

The inseparable companion to the Shorthand Manual . . . the beginner's Treasure Chest. In it he finds skill-building penmanship drills . . . brief-form derivative and frequent-phrase drills . . . supplementary business words to be added to those given in the Manual . . . and best of all, numerous business letters and articles written in beautiful shorthand. No beginner should be without this authoritative guide.

Graded Readings in Gregg Shorthand. By ALICE M. HUNTER. 75c

124 pages of artistic shorthand and a fascinating variety of stories, biographies, famous sayings, and business letters for every chapter in the Manual. All shorthand students, and night-school students in particular, enjoy this reader.

Fundamental Drills in Gregg Shorthand. By GERTRUDE BEERS and LETHA P. SCOTT. \$1.50

A new reader containing the supplementary material used in the classes of two prominent and unusually successful shorthand teachers. The material is graded by paragraphs instead of units of the Manual. 194 pages, all in a large, bold style of shorthand.

Transcription Drills. By J. WALTER ROSS. \$1.20

Transcription teachers will welcome this practical plan of an outstanding teacher of the subject. Parts I and II contain letters in shorthand with facing key in type. Part III contains shorthand only. The student must supply all punctuation, capitalization, and other details. Part IV covers new-matter dictation and forces the closest possible correlation with English.

Write our nearest office and tell us how we may help you make your teaching easier.

THE GREGG PUBLISHING COMPANY

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Gregg Books Are Authoritative

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

Counted at a uniform syllable intensity of 1.40

Sign Language of Radio-Land

From *"The Sun's Rays" of the New York Sun,*
December 18, 1931

The sign language of a radio broadcasting studio never fails to fascinate visitors. Radio⁸⁰ programs must be timed to the second, and no feature of any program must vary as much as half a second⁴⁰ from the time set for it.

It is necessary, therefore, that one or more program directors within the studio⁶⁰ where the program is being broadcast keep in constant and instant communication with the program director⁸⁰ and the radio engineer who sit at the control board in the control room—a small room immediately¹⁰⁰ adjoining the studio but divided from it by a great, unpartitioned pane of soundproof glass.

But¹²⁰ performers, being merely human and being unable, usually, to keep an eye on the clock, cannot follow¹⁴⁰ their time schedule to the exact split second. That is why the directors within the studio must keep in¹⁶⁰ instant visual communication, by sign language, with the control room director and engineer. A whole¹⁸⁰ code of simple signs has been arranged, therefore, to keep the program moving to schedule.

If the production man or²⁰⁰ the director draws a finger across his throat, it means that the current which gives life to the microphone—which sends²²⁰ sound out into the air—has been cut off, and that the "mike" is now dead.

At the very beginning of a program²⁴⁰ the director, with perhaps ten seconds to go, shoots his right hand straight up into the air. That gesture stops all noise²⁶⁰—every whisper and murmur—in the studio. It means that the instant is almost at hand when current will²⁸⁰ go into the microphone and every sound in the studio will be audible to the outside world.

The³⁰⁰ instant that the red second hand, speeding on its way around the face of the big clock on the wall, reaches the³²⁰ second when the program is timed to go on the air, down comes the director's right hand with a swift stroke. Instantly the³⁴⁰ orchestra leader, or whoever is to take the air first, sets his hand to playing or breaks into whatever³⁶⁰ sound or speech the program calls for.

At times the director will curve his right arm in a flowing gesture, but pointing³⁸⁰ directly toward some one individual in the studio group. That means that the instant

has come for that⁴⁰⁰ particular individual to do his stunt. It may be that the gesture commands a speaker to begin⁴²⁰ speaking the instant the orchestra stops, or it may be that the director is ordering some member of the⁴⁴⁰ band to begin his solo against the softened strains of the body of the orchestra.

From time to time a⁴⁶⁰ director inside the studio will scrawl big figures on a sheet of paper and hold the sheet aloft so that it⁴⁸⁰ is plainly visible to the production man and the engineer behind the glass plate of the control room. Perhaps⁵⁰⁰ the sheet of paper reads "45." This means that there is forty-five seconds yet to go before the change of⁵²⁰ program will force the present group off the air. Receiving that visual bulletin, the people in the control⁵⁴⁰ room can gauge their work to a nicety.

If it happens that a speaker or soloist backs too far away from⁵⁶⁰ the microphone the director in the control room holds a hand stationary and draws his other hand slowly⁵⁸⁰ towards it. The director in the studio gets that signal and repeats it so that the performer at the⁶⁰⁰ "mike" can see it. It means that the performer must move his face closer to the "mike," usually well within six⁶²⁰ inches.

If the performer is too close, as sometimes happens, the hand signal is reversed. The sound engineers,⁶⁴⁰ hearing the tone weakening, raise two hands and draw them slowly toward each other.

There are a dozen other minor⁶⁶⁰ signals of a system which has had to be created to meet the needs of "mike" and his pals. (676)

[Except for the words *language*, *program*, *control*, and *signal*, this article is within the vocabulary of all students who have completed the first eight chapters of the Manual.]

The Wise Use of Time

Back of every great achievement there is endless detail and planning. The great bridge that spans a river, the vast⁸⁰ building that rises in lovely majesty, or the sturdy airplane that sweeps the skies, has back of it an endless⁴⁰ detail of blueprints, mechanical drawings, mathematical calculations, factory schedules. We live in⁸⁰ a precise and orderly world. The wise student plans his daily and weekly work as carefully as he solves his⁸⁰ problems in algebra or chemistry or mechanics. He makes a schedule, tries it, adapts it, sticks to it, and¹⁰⁰ in consequence is able to

do many times as much as the slipshod and haphazard student. By planning your¹⁰⁰ time carefully you will find a place for generous leisure, for happy companionship, and for relaxation¹⁴⁰ and meditation, which are the marks of a well-balanced mind. (151)—Joy Elmer Morgan, Editor "Journal of the National Education Association."

"Stay-bility"

From "Your Job"

By Harold Whitehead, London, England

"He's a wonderfully able chap," an executive said of a worker, "but I can't depend on him—he's too²⁰ fickle."

In other words he had Ability, but not Stay-bility. Stability is firmness, steadiness⁴⁰ of character, and is a quality much sought for, in conjunction with ability.

Without stability⁶⁰ it is impossible to be constructive in your work, for dodging and changing from one idea to another,⁸⁰ from one job to another, does not build up—it is all flat surface work and people walk on flat surfaces.¹⁰⁰

To develop stability. Do not let yourself be persuaded by new and strange ventures which appear to hold¹²⁰ better prospects for you than you now possess.

The greenest field is always the distant one—until you get there. Then¹⁴⁰ you discover that this new field is just as full of hummocks and "bad spots" as the field you left. Looking back at the¹⁶⁰ old field you discover that it now appears greener than the one you are now in.

This does not mean that you should never¹⁸⁰ change or move, but that you should be cautious in changing. If you can utilize your past knowledge in the new job,²⁰⁰ it is worth considering, for the work is constructive.

Stability is necessary in your everyday²²⁰ job. It is that steadfastness of purpose—that stick-to-it-iveness which enables you to make each day's work produce²⁴⁰ results. (242)

The New Small-Sized Currency

From "Uncle Sam's Money"

By Walter O. Woods

Treasurer of the United States

[Adapted to the vocabulary of the first eight Chapters of the Manual]

There have been many inquiries as to why the Government withdrew the large-sized currency from circulation.²⁰ There were two substantial reasons for doing so. One was that the large size was unnecessarily expensive,⁴⁰ since one-third less material is necessary to make a small-sized note. The other reason was because it⁶⁰ was desired that all notes of the same denomination should be identical, as far as possible, as to⁸⁰ the engraving details.

There is no need for any variations on the reverse side of notes that are of like¹⁰⁰ denomination. If one will observe the \$10 notes, for instance, (whether they be bank notes, gold certificates,¹²⁰ or any other of the several kinds of paper money), it will be seen that they all now carry Secretary¹⁴⁰ Hamilton's portrait and that a picture of the Treasury is on the reverse side.

Similarly, the¹⁶⁰ \$1 note carries the portrait of Washington; the two, of Jefferson; the five, of Lincoln; the twenty, of¹⁸⁰ Jackson; the fifty, of Grant; the one hundred, of Franklin; the five hundred, of McKinley; the one thousand, of Cleveland;²⁰⁰ the five thousand, of Madison; the ten thousand, of Secretary Chase. Thus the denomination is disclosed²²⁰ by either the portrait or the index. This arrangement is a protection to the public against the raising²⁴⁰ of the denomination. The small-sized currency is so designed that it is practically impossible²⁶⁰ to make a fraudulent change in the index of the bill. It is, of course, the duty of the Government to²⁸⁰ use all reasonable means to protect the public against such frauds. The fact that the reverse side of all small-sized³⁰⁰ notes of like denomination is exactly alike permits mass production at reduced cost.

An odd notion³²⁰ prevails among many persons that some sort of evil accompanies a \$2 certificate. Whatever³⁴⁰ it is that has given rise to the thought that ill luck is apt to befall the possessor of a \$2³⁶⁰ note, it is a certainty that the notion is very widespread.

There is another similar notion, just about³⁸⁰ as sensible, that if the holder will tear a corner off the note the god of ill luck will be more apt to⁴⁰⁰ overlook the fault that supposedly attends its possession. The latter superstition is quite an expense⁴²⁰ to the Government, for a great many \$2 bills otherwise fit for further circulation have to be⁴⁴⁰ retired because they have been thus torn.

It is often asked why the Treasury issues the twos when it is obvious⁴⁶⁰ that they are not popular. The answer is that they are issued because it is economical for them⁴⁸⁰ to be in circulation. Clearly, a \$2 note in use saves the use of one \$1 note. That is, it⁵⁰⁰ takes the place of and does the work of two ones—a saving of the cost of one note. As it costs about⁵²⁰ a penny to make a note, it is good management for twos to be in circulation, notwithstanding the⁵⁴⁰ mutilation just described.

The question is often asked also what use there is for the \$10,000 certificates.⁵⁶⁰ They are used by clearing houses, by banks, and in certain large real estate transactions. They are issued for⁵⁸⁰ reasons of economy; for example, it is a great timesaver for a bank, when presenting a great package⁶⁰⁰ of checks to the bank on which the checks are drawn, to be paid the comparatively large sum with a few large instead⁶²⁰ of many small bills. It saves the time and effort that payment in small denominations would entail. It is⁶⁴⁰ likewise an economy to the Government for

large denominations to be used, for it reduces the⁶⁰⁰ number of notes in circulation, saves manufacturing costs, and reduces counting costs in the redemption⁶⁰⁰ process. Clearly, the fewer notes used the fewer there are to wear out. Also, there is less clerical expense in⁷⁰⁰ redeeming one \$1,000 note than one thousand \$1 notes. (713)

[A wealth of additional interesting information is to be gleaned from a complete copy of Woods' "Story of Uncle Sam's Money." The present installment completes our series of plates from this book.]

Easy Business Phrases

I. Pronouns Joined to Verbs: I can, I will, I am, I would, I could, I shall, I should, I have, I must, I cannot, I will not, I am not, I²⁰ would not, I could not, I shall not, I should not, I have not, I can be, I will be, I would be, I could be, I shall⁴⁰ be, I should be, I must be, I have been, I have not been, I will have, I would have, I could have, I shall have, I should⁶⁰ have, I must have, I have your, I have your letter, I have your favor, I have your reply, I think, I think it is,⁸⁰ I think that, I believe, I received, I was, I was not, I regarded, I wish, I wish you would, I remain, I¹⁰⁰ suppose, I thank, I thank you for the, I returned, I trust, I trust that the, I enclose, I regret, I refer, I¹²⁰ do not, I don't, you are, he is, this will, this is, this was, that are, that will, that is, these are, these will, which are, which will,¹⁴⁰ which have, what are, what will, what is, what have, they are, they will, they can, we did, we did not, we did not have, we do not,¹⁶⁰ they do not, I do not know, you do not see, it would, it would not, it would not be, they have been, we have been able,¹⁸⁰ I have not been able, we had, they had, you had, we were, you were, they were, we were not, they were not, he was not, it²⁰⁰ was not, it is not, there is not, we have done, they have done, it has been done, what has been done. (216)

II-a. Prepositional Phrases: (at) at the, at this, at that, at these, at those, at their, at least, at length, at all times; (in) in the, in it, in our, in his, in²⁰ that, in this, in those, in these, in time, in regard, in reply, in addition; (to) to the, to you, to this, to it, to⁴⁰ them, to me; (by) by the, by your, by this time, by which the; (about) about the, about that time, about which the, about this matter⁶⁰; (for) for your, for the, for which, for it, for that, for me; (from) from the, from which, from that, from his; (on) on it, on the, on this, on⁸⁰ the subject, on your, on his; (of) of the, of your, of this, of that, of them, of it; (with) with the, with that, with this, with these, with¹⁰⁰ those, with them; (over) over the, over this, over that, over it, over my; (under) under the, under my, under these, under those. (121)

II-b. Infinitives: (k) to care, to carry, to come, to keep, to call; (g) to go, to give, to get; (r) to work, to return, to receive, to

write, to²⁰ represent; (l) to let, to learn, to look; (t) to take, to tell, to trust, to talk; (d) to do, to draw; (p) to put, to pay, to please, to⁴⁰ prepare; (b) to be, to believe, to become; (f) to favor, to find, to fall; (v) to have; (ch) to which; (j) to judge; (sh) to ship, to show; (s) to⁶⁰ say, to sell, to send, to speak, to ask, to state; (o) to honor, to object, to order; (ten) to know, to note; (tem) to mean, to meet, to make. (81)

III. Omission of Words (Par. 189): (a) in such a manner, at such a moment, for a long time, at a loss, as a rule, quite a number; (and) here and there, more²⁰ and more, now and then, back and forth, before and after; (in) hand in hand; (the) in the world, for the time being, in the market,⁴⁰ by the way, in the matter, on the subject, on the question, in the usual manner, on the contrary, in⁶⁰ the first instance, in the usual way, in the course of time; (or) sooner or later, one or two, week or two, day or⁸⁰ two, more or less, little or nothing, two or three months, with or without, sometime or other, somehow or other, today¹⁰⁰ or tomorrow, once or twice; (of) some of them, some of those, question of time, one of our, for a number of years, line¹²⁰ of credit, bill of exchange, free of charge, bill of sale, out of stock, on account of the, on account of that; (to) in reply¹⁴⁰ to your letter, ought to be, ought to have, in order to see, ought to receive, glad to see, I should like to know,¹⁶⁰ that is to say, according to my, in order to prepare, I should like to have, hope to hear from you, in answer¹⁸⁰ to your letter, in addition to that, seems to be, seems to have, in order to be able, we hope to receive;²⁰⁰ (to the) in reference to the matter, in regard to the matter, up to the time; (of the) out of the question, one of the most,²²⁰ one of the best, I am of the opinion, on account of the way, on account of the manner; (with) in connection²⁴⁰ with my, in connection with this matter; (me) please let me know; (us) please let us know. (253)

IV. Modified Forms: (Par. 85) as good as, as low as, as much as, as great as, as many as. (Par. 142) Yours sincerely, Sincerely yours, Very sincerely²⁰ yours, Yours very sincerely, Yours respectfully, Very respectfully, Yours cordially. (Par. 171) ago—many years ago,⁴⁰ several weeks ago, day or two ago; early—early reply, early attention, at an early date, at as early⁶⁰ a date as possible; few—few days ago, for a few minutes, few months; him—to him, I told him, give him; hope—I hope to⁸⁰ hear, we hope you will; sorry—I am sorry to hear, we are sorry to say, very sorry to learn, sorry to report¹⁰⁰; want—I want, we want, they want, if you want; sure—I am sure, you may be sure, we are sure, quite sure; possible—as soon as possible, as¹²⁰ near as possible, as much as possible, as many as possible. (Par. 181) we admire, in advance, I advise;¹⁴⁰ (Par. 221) better than, sooner than, rather than, nearer than; (Par. 222) give us, tell us, to us, write us, let us; (Par. 224) of course, at once,

at any¹⁰⁰ rate, great deal, I always, on hand, as follows, great pleasure, your order, first class, whether or not, to some extent, to¹⁸⁰ such an extent, at the same time, for some time, in other words, once in a while, in the first place, as a matter of²⁰⁰ fact, over and over again, all over the world, all over the country, your immediate attention; (*Par. 235*) a. m.,²²⁰ p. m., selling price, list price, price list, New Jersey, Baltimore and Ohio, chamber of commerce, general²⁴⁰ manager, assistant general manager, board of trade, C. O. D., order blank; Democratic Party,²⁶⁰ Republican Party, stock market, certificate of deposit. (271)

Graded Business Letters on the Manual Lessons

Chapter Four

Dear Sir: I am glad indeed to answer your recent communication regarding Mr. Frank Long.

I have known²⁰ Mr. Long a long time. He was our chief biller in 1932, and during this time, thanks to his⁴⁰ efforts, the number of returned bills and of corrections dropped to a minimum. Because of this, he was made special⁶⁰ collector. After he examined the collection lists thoroughly, he thought of a rather unusual⁸⁰ plan to handle this work. His new system has increased collections, cut expenses, and built business.

Mr. Long¹⁰⁰ has so strong a character and so friendly a nature that he is a favorite among the younger employees¹²⁰ and is well liked by everyone else. He will strengthen any office force.

The officials of the company¹⁴⁰ regard him as an exceedingly able man. Very truly yours (152)

Dear Sir: We feel it our duty to explain the nature of the report that we shall present to the officials²⁰ of the company for their acceptance. Had you replied to our letters, we should have known whether there was anything⁴⁰ further you wished to embody in the report, but we have received no word from you and so suppose you have⁶⁰ nothing to add.

There is no retail house whose officials are more particular than are those of Weber and Payne,⁸⁰ and we have gone over the report with great care in the hope that we may be able to present it in such shape¹⁰⁰ that their acceptance will follow.

Mr. Wilkins remarked today that it has been nearly three months since you have been¹²⁰ here. It will be well for you to plan to come in early in the fall. Yours truly (134)

Dear Sir: In answering your letter of May 1, we shall be very glad to give you such particulars as we²⁰ can regarding the matter of shipping goods.

I shall have to ask you to present in some brief form the special questions⁴⁰ that you wish answered. In this way we can answer your questions more quickly and correctly. Yours very truly (60)

Chapter Five

Dear Sir: What is the world's greatest selling force? Why, the radio!

From a studio miles away it unexpectedly²⁰ shouts into our homes that the air is drier in Boaz than in any other area in the state,⁴⁰ or that Victoria Rayon Crêpe can be cut on the bias.

Science has never created a greater wonder⁶⁰ than the radio. As we sit by our fire-side, we hear in New York a genius at the piano play⁸⁰ selections from the Messiah. News is radioed across the snowy wastes of Siberia and across the broiling¹⁰⁰ plains of Arabia so that we may know the daily progress of the world.

Our genial law makers should bring some¹²⁰ order from the chaos now existing in broadcasting, and place before the committee in charge of this matter¹⁴⁰ a bill that would correct the present situation.

I trust you agree with me in respect to this matter and¹⁶⁰ hope that you will write Mr. Myers and Mr. Lewis about it immediately. Yours truly (178)

Dear Sir: We are facing at present the greatest unemployment problem in the history of our organization.²⁰ It is so serious that we feel confident that every big downtown business house like yours will accord⁴⁰ us all available data and help in trying to solve this problem.

Is your equipment of such a size⁶⁰ and character as to permit of your employing inexperienced help?

If you have available positions⁸⁰ open, would you be willing to employ these men upon our recommendation and to keep us informed¹⁰⁰ regularly of their progress?

Are there any opportunities for experienced men who have proved a success in¹²⁰ other situations?

We have on our list many high-class men who have been successes in their former positions,¹⁴⁰ but who are now seeking employment elsewhere. We are especially desirous of procuring positions¹⁶⁰ for them and hope you will promise us your aid. Very truly yours, (171)

Chapter Six

Dear Sir: As suggested, I have seen Hunter and Andrews, of Oakland, with reference to their claim for spoiled fruit in²⁰ our shipment of July 8. They hold that the car was not sealed and apparently had not been filled with ice before⁴⁰ shipping or probably the fruit was not sound when packed. Anyway, they say they found it spoiled and they think that is grounds⁶⁰ enough for granting their claim.

Believing that this required my individual attention, I went over their⁸⁰ entire stock, and failed to find anything in their plant out of order. I believe they cannot be blamed. Enclosed is a¹⁰⁰ copy of my report.

They feel obliged, they say, to hold their remittance until they have a favorable reply¹²⁰ from you, on receipt of which they will mail you draft in full of their invoice.

I must acknowledge that I was unable¹⁴⁰ to effect any other settlement, and I recommend that you allow this claim, thus enabling me to get¹⁶⁰ their future business. They stand high in this industry. Yours truly (171)

My dear Sir: I shall have to deliver a speech soon in defense of the impending division of labor which⁸⁰ our company is planning. Our motive in dividing the work is to defeat the restive spirit that is present⁴⁰ among our force. The quality of our goods has been cheapened, and it appears that we shall have to do something⁶⁰ immediately to better it. I shall endeavor to defend the action we are taking. As I shall have⁸⁰ to devote approximately a month to the settlement of this problem, I must defer my plans for visiting¹⁰⁰ you. Respectfully yours (104)

Dear Sir: Our records show that the insurance on your store and merchandise has lapsed. I am confident you recognize²⁰ that a delay in renewing this insurance may mean the loss of hundreds of dollars to you and you will⁴⁰ want to carry sufficient insurance to cover any losses you might have. Yours truly (56)

Phrase Letters

From "Gregg Speed Building"

Gentlemen: Your note of May 6 has been received. We are sorry that we shall not be able to ship your order²⁰ for a day or two. For some time we have been getting many of these items from Green and Company. They have always⁴⁰ given us first-class stock, but they wrote us a day or two ago that they would not be able to ship us any⁶⁰ more for some time, so we have had to order from another house.

We shall be able, however, to send you⁸⁰ everything you ordered in a few days. We hope you will not be inconvenienced by the delay. Yours very¹⁰⁰ truly, (101)

Gentlemen: Your letter of June 6 has just reached me. I was sorry to learn of your trouble, but I hope that within²⁰ a few days you will be able to resume business under more favorable conditions.

I am unable⁴⁰ to send you all the books you ordered, as they are out of stock, but I have filled your order as far as possible⁶⁰ and have sent the books by express.

I suggest that you write the City Book Company and ask them if they have⁸⁰ the remaining titles in stock.

Thank you very much for this order. I hope that the next time you send an order¹⁰⁰ we shall be able to fill it completely and without any delay. Yours very truly, (116)

Gentlemen: You will find enclosed our check on the First National Bank for the amount of your invoice of May 9.²⁰ For some reason our clerk did not send the check for this bill when it was due.

We regret that we overlooked this matter.⁴⁰

You have an item on your invoice of June 10 that we have no record of receiving. The invoice lists five⁶⁰ cases of paper towels. Will you please give us the number of our purchase order on which these towels were⁸⁰ included? Yours truly, (84)

Dear Sir: Do you expect to be here any time next week? All my attention has been required for the past few days²⁰ to keep the men satisfied. I should like to know definitely when you will come. As soon as you let me know, I⁴⁰ shall get the force together, as I am sure this is the best plan. I cannot keep the men under control for any⁶⁰ length of time, but if you will come soon, I think everything will be all right. Yours truly, (76)

Key to March "Talent Teaser"

STRANGE FARM LIES IN VOLCANIC CRATER

Nestled in the crater of the extinct volcano that forms the island of Grand Canary, of the Canary²⁰ Group, lies a strange farm. Its fertile acres stretch across the floor of the enormous basin formed when the volcano⁴⁰ became inactive. Towering ramparts of frowning rock protect it from the outer world, making a remarkable⁶⁰ contrast to the time when they were a funnel that spouted flaming lava, cinders, and smoke.

Just twenty-eight degrees⁸⁰ north of the equator and about 180 miles off the northwest African coast lies this unusual¹⁰⁰ island. It springs abruptly from the floor of the Atlantic, many thousands of feet beneath the surface.¹²⁰ Bananas, tomatoes, potatoes, sugar, and grapes are its chief products.

This volcanic island is but one of⁴⁰ the group to which its name is given, all of which are formed of old volcanoes that have been inactive since long before⁶⁰ the dawn of recorded history. (167)—"Fulton Progress."

The Third Ingredient

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From "Options," by O. Henry

(Copyright, 1908, by Doubleday, Doran & Co., Inc.)

(Concluded from the February issue)

A young man came down²⁰⁰⁰ the stairs from above just as she was opposite the lower step.

He was decently dressed, but pale and haggard. His²⁵³⁰ eyes were dull with the stress of some burden of physical or mental woe. In his hand he bore an onion—a pink,²⁵⁴⁰ smooth, solid, shining onion, as large around as a ninety-eight-cent alarm clock.

Hetty stopped. So did the young man.²⁵⁶⁰ There was something Joan of Arc-ish, Herculean, and Una-ish in the look and pose of the shop-lady. She²⁵⁸⁰ had cast off the rôles of Job and Little-Red-Riding-Hood. The young man stopped at the foot of the stairs and coughed distractedly.²⁶⁰⁰ He felt marooned, held up, attacked, assailed, levied upon, sacked, assessed, panhandled, brow-beaten, though he knew²⁶²⁰ not why. It was the look in Hetty's eyes that did it. In them he saw the Jolly Roger fly to the masthead and²⁶⁴⁰ an able seaman with a dirk between his teeth scurry up the ratlines and nail it there. But as yet he did not²⁶⁶⁰ know that the cargo he carried was the thing that had caused him to be so nearly blown out of the water without²⁶⁸⁰ even a parley.

"Beg your pardon," said Hetty, as sweetly as her dilute ascetic acid tones permitted,²⁷⁰⁰ "but did you find that onion on the stairs? There was a hole in the paper bag; and I've just come out to look for it."²⁷²⁰

The young man coughed for half a minute. The interval may have given him the courage to defend his own property.²⁷⁴⁰ Also, he clutched his pungent prize greedily, and, with a show of spirit, faced his grim waylayer.

"No," he said,²⁷⁶⁰ huskily, "I didn't find it on the stairs. It was given to me by Jack Bevens, on the top floor. If you don't²⁷⁸⁰ believe it, ask him. I'll wait until you do."

"I know about Bevens," said Hetty, sourly. "He writes books and things²⁸⁰⁰ up there for the paper-and-rags man. We can hear the postman guy him all over the house when he brings them thick²⁸²⁰ envelopes back. Say—do you live in the Vallambrosa?"

"I do not," said the young man. "I come to see Bevens sometimes."²⁸⁴⁰ He's my friend. I live two blocks west."

"What are you going to do with the onion?—*begging* your pardon," said Hetty.

"I'm²⁸⁶⁰ going to eat it."

"Raw?"

"Yes: as soon as I get home."

"Haven't you got anything else to eat with it?"

The young man²⁸⁸⁰ considered briefly.

"No," he confessed; "there's not another scrap of anything in my diggings to eat. I think old²⁹⁰⁰ Jack is pretty hard up for grub in his shack, too. He hated to give up the onion, but I worried him into²⁹²⁰ parting with it."

"Man," said Hetty, fixing him with her world-sapient eyes, and laying a bony but impressive²⁹⁴⁰ finger on his sleeve, "you've known trouble, too, haven't you?"

"Lots," said the onion-owner, promptly. "But this onion is my²⁹⁶⁰ own property, honestly come by. If you will excuse me, I must be going."

"Listen," said Hetty, paling a²⁹⁸⁰ little with

anxiety. "Raw onion is a mighty poor diet. And so is a beef stew without one. Now, if³⁰⁰⁰ you're Jack Bevens' friend, I guess you're nearly right. There's a little lady—a friend of mine—in my room there at³⁰²⁰ the end of the hall. Both of us are out of luck; and we had just potatoes and meat between us. They're stewing now."³⁰⁴⁰ But it ain't got any soul. There's something lacking to it. There's certain things in life that are naturally intended³⁰⁶⁰ to fit and belong together. One is pink cheese-cloth and green roses, and one is ham and eggs, and one is Irish³⁰⁸⁰ and trouble. And the other one is beef and potatoes *with* onions. And still another one is people who³¹⁰⁰ are up against it and other people in the same fix."

The young man went into a protracted paroxysm³¹²⁰ of coughing. With one hand he hugged his onion to his bosom.

"No doubt; no doubt," said he, at length. "But, as I said, I³¹⁴⁰ must be going because—"

Hetty clutched his sleeve firmly.

"Don't be a Dago, Little Brother. Don't eat raw onions. Chip³¹⁶⁰ in toward the dinner and line yourself inside with the best stew you ever licked a spoon over. Must two ladies³¹⁸⁰ knock a young gentleman down and drag him inside for the honor of dining with 'em? No harm shall befall you, Little³²⁰⁰ Brother. Loosen up and fall into line."

The young man's pale face relaxed into a grin.

"Believe I'll go you," he³²²⁰ said, brightening. "If my onion is as good as a credential, I'll accept the invitation gladly."

"It's as³²⁴⁰ good as that, but better as seasoning," said Hetty. "You come and stand outside the door till I ask my lady friend³²⁶⁰ if she has any objections. And don't run away with that letter of recommendation before I come out."³²⁸⁰

Hetty went into her room and closed the door. The young man waited outside.

"Cecelia, kid," said the shopgirl, oiling³³⁰⁰ the sharp saw of her voice as well as she could, "there's an onion outside. With a young man attached. I've asked him in to³³²⁰ dinner. You ain't going to kick, are you?"

"Oh, dear!" said Cecelia, sitting up and patting her artistic hair. She cast³³⁴⁰ a mournful glance at the ferryboat poster on the wall.

"Nit," said Hetty. "It ain't him. You're up against real life now."³³⁶⁰ I believe you said your hero friend had money and automobiles. This is a poor skeezicks that's got nothing to³³⁸⁰ eat but an onion. But he's easy-spoken and not a freshy. I imagine he's been a gentleman, he's so³⁴⁰⁰ low down now. And we need the onion. Shall I bring him in? I'll guarantee his behaviour."

"Hetty, dear," sighed Cecelia,³⁴²⁰ "I'm so hungry. What difference does it make whether he's a prince or a burglar? I don't care. Bring him in if³⁴⁴⁰ he's got anything to eat with him."

Hetty went back into the hall. The onion man was gone. Her heart missed a beat,³⁴⁶⁰ and a gray look settled over her face except

on her nose and cheek bones. And then the tides of life flowed in again,³⁴⁸⁰ for she saw him leaning out of the front window at the other end of the hall. She hurried there. He was shouting³⁵⁰⁰ to someone below. The noise of the street overpowered the sound of her footsteps. She looked down over his shoulder,³⁵²⁰ saw whom he was speaking to, and heard his words. He pulled himself in from the window sill and saw her standing over³⁵⁴⁰ him.

Hetty's eyes bored into him like two steel gimlets.

"Don't lie to me," she said, calmly. "What were you going to do³⁵⁶⁰ with that onion?"

The young man suppressed a cough and faced her resolutely. His manner was that of one who had been³⁵⁸⁰ bearded sufficiently.

"I was going to eat it," said he, with emphatic slowness; "just as I told you before."³⁶⁰⁰

"And you have nothing else to eat at home?"

"Not a thing."

"What kind of work do you do?"

"I'm not working at anything³⁶²⁰ just now."

"Then why," said Hetty, with her voice set on its sharpest edge, "do you lean out of a window and give orders³⁶⁴⁰ to chauffeurs in green automobiles in the street below?"

The young man flushed, and his dull eyes began to sparkle.

"Because,³⁶⁶⁰ madam," said he, in *accele-rando* tones, "I pay the chauffeur's wages and I own the automobile — and³⁶⁸⁰ also this onion—this onion, madam."

He flourished the onion within an inch of Hetty's nose. The shop-lady³⁷⁰⁰ did not retreat a hair's breadth.

"Then why do you eat onions," she said, with biting contempt, "and nothing else?"

"I never³⁷²⁰ said I did," retorted the young man, heatedly. "I said I had nothing else to eat where I live. I am not a³⁷⁴⁰ delicatessen storekeeper."

"Then why," pursued Hetty, inflexibly, "were you going to eat a raw onion?"³⁷⁶⁰

"My mother," said the young man, "always made me eat one for a cold. Pardon my referring to a physical³⁷⁸⁰ infirmity; but you may have noticed that I have a very, very severe cold. I was going to eat the onion³⁸⁰⁰ and go to bed. I wonder why I am standing here and apologizing to you for it."

"How did you catch³⁸²⁰ this cold?" went on Hetty, suspiciously.

The young man seemed to have arrived at some extreme height of feeling. There were³⁸⁴⁰ two modes of descent open to him—a burst of rage or a surrender to the ridiculous. He chose wisely;³⁸⁶⁰ and the empty hall echoed his hoarse laughter.

"You're a dandy," said he. "And I don't blame you for being careful. I³⁸⁸⁰ don't mind telling you. I got wet. I was on a North River ferry a few days ago when a girl jumped overboard.³⁹⁰⁰ Of course, I—"

Hetty extended her hand, interrupting his story.

"Give me the onion," she said.

The young man set³⁹²⁰ his jaw a trifle harder.

"Give me the onion," she repeated.

He grinned, and laid it in her hand.

Then Hetty's³⁹⁴⁰ infrequent, grim, melancholy smile showed itself. She took the young man's arm and pointed with her other hand to the door³⁹⁶⁰ of her room.

"Little Brother," she said, "go in there. The little fool you fished out of the river is there waiting for³⁹⁸⁰ you. Go on in. I'll give you three minutes before I come. Potatoes is in there, waiting. Go on in, Onions."⁴⁰⁰⁰

After he had tapped at the door and entered, Hetty began to peel and wash the onion at the sink. She gave a gray⁴⁰²⁰ look at the gray roofs outside and the smile on her face vanished by little jerks and twitches.

"But it's us," she said, grimly,⁴⁰⁴⁰ to herself, "it's *us* that furnished the beef." (4048)

Curious Clippings

A Washington mule out near Walla Walla contested the right of way with one of the Northern Pacific's "iron³⁰ horses" early in December, and added insult to injury by giving the engineer the merry⁴⁰ "hee-haw" as it galloped away from the wreck. Bearing down on the stubborn animal at about twenty-five miles⁶⁰ an hour, the locomotive had knocked it off the track, but the mule struck a switch lever and derailed the train. And then⁸⁰ it had "hee-hawed"! (83)

If a hole 12,720 feet deep were dug in the earth, the heat from it would be so great that²⁰ steam could be produced. The earth's temperature increases one degree fahrenheit for every sixty feet in depth. (40)

In East Africa, they tell us, there is a sacred tree that bears fruit resembling sausages. The fruit has a most³⁰ inviting look, but on account of its hard pulp it is not edible.

The natives, however, roast the "sausage⁴⁰ fruit" and place them against any part of the body affected with rheumatism. The story doesn't tell us⁶⁰ how effective the remedy proves. (66)

The Modern Use of Business Letters

By Ralph Leslie Johns

From "Business Letters: Principles, Functions, Composition"

(Reprinted in shorthand by special permission of the author)

Letter writing may be called the chief of modern business-getting arts. The salesman sees but one person at a time.²⁰ The letter—

the right letter—does whatever the salesman can do. It sells goods, collects money, adjusts complaints, makes⁴⁰ recommendations, carries on the routine of business with all the efficiency of the individual.⁶⁰ Compared with a personal call, a letter is inexpensive. It may be duplicated and sent to a thousand⁸⁰ persons. It goes directly to the desk of the addressee. It follows up persistently where personal¹⁰⁰ calls are impossible. It says no more nor less than was intended. It is the perfect servant of the sender.¹²⁰ The individual who can write a good letter is on the highroad to success.

There are two reasons for this.¹⁴⁰ The habitual use of good English, whether in speaking or in writing, helps the user¹⁶⁰ to make a good impression on those with whom he deals. To impress men favorably is to win them. A smooth, even control of the¹⁸⁰ English language is a mark of distinction, a sign of good breeding, and a hallmark of education. It is²⁰⁰ available to everyone.

Ease in speaking and in writing is a form of personal power. That personal²²⁰ power has a great value in the business market today. To succeed, you must be able to influence²⁴⁰ others. All success comes through other people. The young attorney wins his cases by convincing the jury and²⁶⁰ the judge. The salesman must convince people that his merchandise or proposition is worth buying. The doctor compels²⁸⁰ people to recognize his capabilities, else he would starve to death. Your returns from life will inevitably³⁰⁰ be measured by the degree of your ability to influence others.

The command of English makes it³²⁰ possible to convey ideas effectively to other people. "The chief business of intellect is to devise³⁴⁰ ways and means to satisfy the deep longings of the human heart." That is the same as saying that the letter³⁶⁰ writer's chief business is to create ideas, and then to think those ideas into useful service for the³⁸⁰ needs of man. (382)

Key to the January O. G. A. Test

Week after week, the frost held. The angles of the Castle were blunted and every curve of the moor was flattened²⁰ by snow; over the little village a thick covering was spread. Straight walls had the appearance of rents in the⁴⁰ general whiteness and windowpanes gleamed like ebony within their encrusted frames. The eye, charmed by the mysterious⁶⁰ deadness of the countryside, which seemed to lie under a spell, and by a pallor within doors that gave to high⁸⁰ noon the semblance of early morning, began to accept at last, as though it were everlasting, the bleak, cold glitter¹⁰⁰ of a shrouded sun. (104)

The 1933 Gregg Summer Normal Session

Offers extraordinary courses in methods of teaching commercial subjects. It reveals to the teacher plans that produce outstanding skill in shorthand and typewriting.

Specially conducted parties will be arranged for visiting the "Century of Progress" Exposition, where the World's progress will be shown in a most startling manner. Educational progress will have a very prominent part in this amazing presentation of actual processes.

Gregg College has moved back to its former location. This space has been rearranged and will give to our students conveniences and facilities of the finest type.

Plan to give yourself a real treat by attending the Gregg Normal in 1933. Write today for details.

The Gregg College

6 North Michigan Avenue

Chicago, Illinois

Talk Happiness

Talk happiness. The world
is sad enough
Without your woes.
No path is wholly rough.
Look for places that are
smooth and²⁰ clear
And speak of these to rest
the weary ear
Of earth, so hurt by one con-
tinuous strain
Of human discontent⁴⁰ and
grief and pain. (43)

Short Stories in Shorthand

No Laughing Matter

"Horrors!" exclaimed the fond mother.
"Look at the baby, all wet and muddy! Willie,
didn't I tell you to watch your²⁰ baby brother?"

"Sure, ma," agreed Willie, "and he sure
kept me laughin' most of the time, too." (36)

Sorry He Spoke?

He had just been worsted in a business
deal, and he was very angry.

"I look upon you, sir, as a rascal,"²⁰ he
said.

"You are privileged," said his rival, "to
look upon me in any character you care to
assume." (39)

Too Long-Winded

Lecturer: Allow me, before I close, to re-
peat the words of the immortal Webster—

Farmer Podsnap: Lan' sakes,²⁰ Maria, let's
git out o' here. He's goin' to start in on the
dictionary. (35)

Had Her Number!

"How would you classify a telephone girl?
Is her's a business or a profession?"

"Neither. It's a calling." (19)

Charity Begins at Home

Mrs. Smythe: I'm soliciting for a charity
organization. What do you do with your
cast-off clothing?²⁰

Mr. Smith: I hang them up carefully and
go to bed. Then in the morning I put them
on again. (38)

The Dickens He Does!

Sherwood's bookstore, No. 24 Beekman
Street, New York City, has the following sign
in its window:

DICKENS WORKS²⁰ HERE
ALL THIS WEEK FOR \$10.

(25)

International Commercial Schools Contest

(Concluded from page 276)

Class VI—Open Event

Eligibility: Bona fide students, regardless of instruc-
tion hours.

Events

- 24 Shorthand: (175-word rate) 525 words dictation,
typewritten transcription
- 25 Typewriting: Tabulation, 5 min.; letter writing,
with carbon copy, 5 min.; from set solid manu-
script; envelope, addressing, 5 min.; straight
copy, 15 min.
- 26 Bookkeeping: Any problems with relation to
accountancy
- 27 Machine Calculation: Addition, subtraction,
multiplication; multiplication of decimals and
fractions; discount and division
- 28 Dictating Machine Transcription: Dictation,
150-word rate; foot control, permanent records
- 29 Duplicating Machine: Stencil cutting, mimeo
graphing, personalizing
- 30 Bookkeeping Machine: General ledger, accounts
payable, inventory, billing, statement

★ ★ ★

Present-Day Trends in Commercial Education

(Concluded from page 258)

methods courses in shorthand, typewriting,
bookkeeping, and business science for teachers
in service. This year, for the first time, these
courses are open both to undergraduate and
graduate students.

I mention these schools because they are
significant of what is transpiring in the
higher institutions of learning throughout the
United States.

First Methods Courses in Junior Business Training Offered in 1932

Another trend exemplified in the commer-
cial teacher training courses in our higher
institutions takes one back to the trend dis-
cussed at the beginning of these remarks. As
recently as 1931 scarcely a single commercial
teacher training course had anything to offer
with a direct bearing on the actual classroom
work of the teacher of business science, or
junior business training. What was appar-
ently almost an upheaval took place as late as
1932 at the summer sessions of the afore-
mentioned institutions of higher learning.
Practically every institution that offered com-
mercial teacher training courses in 1932 gave
some attention both to content and method
of the business science or junior business
course. That alone signifies the vital im-
portance of the business science or junior
business training course in our intermediate
or junior high schools. It also signifies the
importance to us as commercial teachers of the

selection and proper use of instructional materials that will enable us to teach this subject so that it will fully conform to the requirements.

Attitude Toward Commercial Department Changing

Together with the changing trends that have taken place within the last decade in the subject-matter courses of commercial education, there has come about an astonishing advance in the physical equipment of the departments in which these courses have been housed.

No department built to fit the needs of the teaching of commercial subjects was considered in the equipment of the new buildings in the early days. This equipment was usually gathered at random from the archive storage departments of the boards of education. A collection of rickety tables, feeble at the joints, for the use of students of bookkeeping, tables ill fitting the kind of work to be done, was in many cases the equipment of this department.

It was with reluctance often that the superintendents and high school principals witnessed the rapid growth of the commercial work, these departments in many schools growing at a far more rapid pace than any other courses in the schools. New equipment had to be installed, but often this was procured with less study and investigation than that with which the English and science departments were equipped.

Installation of Modern Equipment Shows New Trend

At the present time we are proud to see the scientific manner in which buildings of the modern schools are planned to fit the needs of this forward-looking department of commercial training. Better teaching and better trained pupils is the result. In many cities today, when the annual school budget is made up, provision is arranged for commercial education just as it is for that of the other departments.

Modern typewriting equipment shows a conspicuous change from that of the older schools. Building ceilings so that any reverberation from the sound of the typewriters is eliminated produces better work on the part of the students. The teachers can speak in a natural tone of voice and can be heard when all the machines are in use. To both teachers and students this is a blessing. Rooms almost entirely lined with windows; an abundance of light, air, and sunshine; windowshades workable both from the top and bottom, so that the light is easily adjusted, have a direct

effect on both pupils and teachers. Lack of noise encourages relaxation and reduces fatigue. The cheerfulness of the rooms has a desirable psychological effect.

Uncrowded rooms, modern tables or typewriter desks, steel files, a Victrola, a demonstration stand, add to the effectiveness of the teaching of typewriting.

In the commercial work in Detroit the height of the students' tables and chairs is carefully considered, the tendency being to have tables higher than was formerly thought desirable. The High School of Commerce and the commercial department of one academic high school each has one room equipped with noiseless machines. Here both teachers and students are enthusiastic over the quiet of the room and recognize the fact that one can without question write for a longer period without fatigue. There is a relief from the nervous tension that comes from the heavier touch necessary to operate the so-called "noisy" machines. There seems to be a condition of steadier nerves and less erasing in the room equipped with the "noiseless."

Modern Business Standards the Classroom Objective

The trend today is to create in the commercial department an atmosphere as nearly like that of the modern business office as possible. No clutter, no litter; soft-spoken, business-like people, moving about with the efficiency required to turn out the greatest possible amount of work; no carelessness, formation of good habits, physical and mental control, accuracy, concentration, neatness—all this spells success when the student later enters upon his work in the business office.

* * *

Another Contest Announced

PENNSYLVANIA students will compete again for the state cup on Saturday, May 6. Five different subjects will be tested, in the same manner as in previous years—Bookkeeping, Gregg Shorthand, Typewriting, Business Law, and Business Arithmetic. Winning this year will not only bring the contestant the usual state prize, but will qualify him for the contests at the Chicago World's Fair in June.

Full information regarding the contest may be obtained from Mr. Harvey A. Andruss, director of the Department of Commerce at the State Teachers College at Bloomsburg, where the contest is to be held.

Contestants accompanied by teachers will be accommodated at the College if the distance to Bloomsburg is so great that they have to arrive on Friday evening.

STANDARDS OF SKILL



A standard becomes valuable only when it is universally accepted and used.

The Credentials Department of *The Gregg Writer* contributes a unique educational service by setting acknowledged and workable standards of shorthand skill for the 12,000 schools teaching Gregg Shorthand in the United States.

The fact that the credentials issued by *The Gregg Writer* are used in every state of the Union and are issued by the hundred thousand each year makes them a fair standard of comparison for you to use in your own classroom to gauge the progress your pupils are making.

A postal card request will bring you a booklet giving full information about the Gregg Writer credentials.



THE GREGG WRITER

270 Madison Avenue

New York, N. Y.



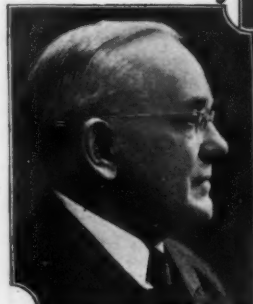
Helen B. Salisbury



Mame F. Goodell



Mathilde Bybuth



Brother Joseph Lattner



Edith Peterson



Irma Crowe



Robert W. Messer

**GOLD MEDAL WINNERS
IN TEACHERS'
ANNUAL MEDAL TEST**



Julia Christie



Martha Glantz



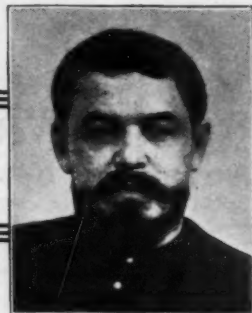
Mrs. Adelaide Tonge



Bessie A. Green



Maye C. Hylton



Brother Gregorio



Perle Marie Parvis